

# Chelmsford YMCA Day Nursery Busy Feet & Cosy Toes

Inspection report for early years provision

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<b>Unique reference number</b>	203765
<b>Inspection date</b>	11/06/2009
<b>Inspector</b>	Justine Leong
<b>Setting address</b>	Victoria Road, Chelmsford, Essex, CM1 1NZ
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<b>Type of setting</b>	Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Chelmsford YMCA Day Nursery (Busy Feet and Cosy Toes) opened in 1993. It operates from three rooms within the YMCA building in Chelmsford, Essex. A secure enclosed outdoor area is available for outdoor play activities. A maximum of 59 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07.30 to 18.00, all year round.

There are currently 80 children attending the nursery, who are within the early years age group. There are currently 25 children attending the out-of-school club, which offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are 22 members of staff; of these, 15 members of staff hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The environment is generally safe for children and they are relaxed and secure in the care of familiar staff. Children are provided with stimulating learning opportunities and are making progress in their learning and development. Staff work closely with parents, sharing important information in order to provide each child with an individual approach. The manager and staff are committed to working together to identify and address areas for improvement within the provision.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure staff are aware of who is the designated lead person for safeguarding
- ensure fire doors are free from obstruction at all times
- plan and provide opportunities for children to be outside on a daily basis all year round.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure staff are appropriately deployed in order to meet requirements for adult:child ratios and the individual needs of all children (Suitable people).

10/07/2009

## **The leadership and management of the early years provision**

Appropriate recruitment and induction procedures ensure that children are cared for by suitable adults and most staff at the setting hold early years qualifications and substantial experience. However, staff are not consistently effectively deployed in order to meet the individual needs of children in their care, potentially compromising children's safety at the setting. Policies and procedures have been devised to support practice and these are shared with parents to ensure they are aware of childcare practices. All required documentation, including written parental permissions, have been obtained, helping to ensure children are cared for in line with their parents wishes.

Children's welfare is generally protected as there is a safeguarding policy in place and some staff have undertaken safeguarding training. Staff generally demonstrate a sound understanding of their role and responsibilities in protecting children, although several members of staff are not aware of the named person for safeguarding.

Children are developing an understanding of how to keep themselves safe as, for example, they sit to use scissors and remember not to run indoors. Risk assessments are completed for within the setting and for outings, identifying and minimising potential hazards. Staff regularly practise the emergency evacuation procedure with children, although upstairs fire exits are not consistently kept free of obstacles, potentially compromising safety in the event of a fire. The manager is beginning to use self-evaluation to identify areas for development and demonstrates a positive attitude to improving outcomes for children.

## **The quality and standards of the early years provision**

Staff work together to provide a welcoming and productive environment in which children have ample space to move around and play. Children are constantly monitored to ensure they remain safe and have independent access to a range of toys and resources, enabling them to make choices about their day. Staff plan and provide interesting activities covering all areas of learning. For example, children enjoy using their imagination and develop creative skills as they draw at the easel or participate in craft activities. They use maths skills in context as they complete puzzles or play games on the computer. Children have access to imaginative play resources including role play equipment, dressing-up clothes and small world toys. Children develop communication skills as they use speech to share their ideas.

Children benefit from frequent opportunities to play with large play equipment such as tents, tunnels, hoops and ride-on toys. However, these are generally provided indoors and children have limited opportunities to play outside in the fresh air. Staff occasionally take children on walks to local parks, but do not use the outside area effectively as a learning environment. Staff use their knowledge of how children learn and develop to ensure children make progress in their learning. Staff often sit with children to complete their chosen activity, offering support when required and extending thinking through questioning. Regular assessments

are completed by staff and these are used to inform planning.

Children are happy and comfortable, as they are familiar with staff and daily routines. Staff are consistently polite and respectful towards each other and children, acting as positive role models for behaviour. Children have meaningful opportunities to learn about the wider world as, for instance, they celebrate a range of festivals at the setting. Children participate in craft activities and discussions relating to Christmas, Diwali, Easter and Chinese New Year; they enjoy listening to stories from around the world. Staff are committed to inclusion and work with external agencies and parents in order to support individual needs. Colourful displays around the setting include words in children's home languages and sign language, demonstrating that children's home experiences are valued and fostering good self-esteem.

Children's health and well-being are promoted and necessary steps are taken to prevent the spread of infection as children have access to suitable hand washing facilities and are regularly reminded to wash their hands. Children are developing an understanding of the benefits of a healthy diet as they select fresh fruit or vegetables from the range provided at snack time. All meals are freshly prepared every day and include fresh vegetables. Children rest and sleep according to their own routines and each child is provided with their own bed linen, which is regularly laundered.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met