

YMCA Little Shoots Day Nursery

Inspection report for early years provision

Unique reference number	EY413850
Inspection date	23/02/2011
Inspector	Jan Moutter

Setting address	Longmeadow Primary School, Broadcloth Lane, TROWBRIDGE, Wiltshire, BA14 7HE
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Type of setting	Childcare on non-domestic premises

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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*.

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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.

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Description of the setting

Little Shoots Day Nursery opened in 2010 with the YMCA. It operates from a purpose-built building adjacent to Longmeadow Primary School in Trowbridge, Wiltshire. A maximum of 38 children may attend the nursery at any one time. The nursery has its own designated three rooms and outside play area. The nursery also interchange their play equipment and use the sensory room of the Stepping Stones Nursery who share the same building along with the Children's Centre upstairs. The nursery is open each weekday from 8.00am to 6.00pm all year. Children enjoy access to a secure enclosed outdoor and indoor play areas. The nursery is registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. The nursery employs ten members of staff, as well as a manager, all hold an appropriate early years qualification of level three and above including early years degrees.

There are currently 52 children from nine months to under five years on roll, of whom a few are in receipt of government funding for nursery education. The nursery currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery staff receive support from an Early Years Foundation Stage Consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Little Shoots Nursery makes outstanding provision for its children. The work of the nursery challenges learning at a level that supports the vulnerable and yet challenges the more able. Safeguarding is paramount in all planning, policy development and staff training to ensure children are safe and well cared for at all times. They develop excellent communication and problem-solving skills; have high self-esteem, excellent social skills and very good manners. Dedicated staff stimulate children's imagination through a lively and creative curriculum in almost all areas. The excellent policies, management committee and accurate self-evaluation show a extremely strong capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to plan a rich and varied environment to support children's learning and development with further consideration of resources for the outdoor environment and for young children's exploratory play.

The effectiveness of leadership and management of the early years provision

Little Shoots Nursery's leadership and management are outstanding. All policies and future plans are shared with the staff, and YMCA have three other nurseries in the region. All four nurseries work closely together to ensure that support is given and good practice is pooled. This is why this relatively new nursery has been able to adopt the best practice from the other nurseries and review and make appropriate policies and procedures that meet the requirements of this setting. An active manager involves as many of the parents and carers as possible and having the Children's Centre and Stepping Stones Nursery all together under the same roof, means that they work as a team to support families in the community and care for their children. Parents and carers have confidence in the nursery because as they expressed; 'The nursery is an extension of our expectations at home'. Close liaison with parents and carers ensures their views are taken on when changes are being considered, such as the most recent questionnaire on the nursery's quality. Parents are very keen to heap praise on the dedicated and well-qualified staff. All the staff are enthusiastic and are prepared to develop their skills and all seek to build on their present Early Years Professional Status and level 3 qualifications. Highly effective play leaders in each base room and excellent quality resources inspire children's learning. Exemplary use of photography and very effective monitoring of individual children's progress ensures all steps in progress are recorded against the criteria of the Early Years Foundation Stage (EYFS) framework.

Parents and carers access these records through the children's learning journals. Many parents and carers add their personal observations to the learning journey or choose to fill in a 'WOW sheet' to add to the planning of activities in the three base-rooms. Outstanding collaboration between home, the children's centre and nursery underpinned by the home-link books in the three base-rooms ensure the closest monitoring of progress and development. Additional monitoring takes place when the Children's Centre crèche children join in the play. These achievements are feedback to the parents when they collect their children.

Staff rotas ensure responsibilities for welfare and hygiene are clear and the setting is maintained at the highest standards of cleanliness and hygiene. Excellent attention to equality of opportunity is central to the nursery ethos. For example the learning and development charts on display are in three different languages. Children who have special educational needs have equal access and thoroughly enjoy their time at nursery because the staff ensure the activities on offer match their needs. Each child is seen as unique and the link to their key-person gives a special person for them or their parents and carers can confide in. Continual review of policy development reflects the importance of inclusion. The setting is free from any discrimination and harassment, all records are well maintained and parents and carers are kept well informed of any incidents.

Safeguarding is outstanding. Criminal record checks and vetting are in place. They ensure all staff are suitable to work at the setting. The setting is safe and well maintained. Well-established systems for collecting children, agreed with parents/carers, are carefully monitored. A policy of getting to know family routines

which are respected. Parents and carers are given copies of policies as part of their welcome packs. A register is maintained and all notes relating to a child's special need e.g. food, medications are kept strictly confidential. Self-evaluation is in the process of being completed online. At present, it is in hard-copy notes but the nursery have also taken on the 'Bristol Standards Qualify Assurance', scheme. The manager explained that this is an ongoing log and they have details from gathering contributions from all parents and carers, children and friends of the nursery, such as the nursery across the hall and the children's centre who share the building. Therefore, the self-evaluation form document reflects a wide range of views and gives clarity to future areas for development. Outstanding partnerships with parents and carers, and the community through the all the staff and manager keep the setting running smoothly. Parents and carers are overwhelming in their appreciation of the work of the nursery.

The quality and standards of the early years provision and outcomes for children

Lively and inquisitive children greet all visitors to the nursery with confidence. Children tackle the widest range of activities with determination. The setting fires up their imagination. They can be a carpenter or homemaker one moment and move to making a puzzle the next - variety drives learning. The challenge is calm and relaxing and children thrive in the exciting atmosphere of role-play and love the wide range of activities they follow. Children play well together. The setting actively promotes equality and diversity and tackles any unfair discrimination, children observe role modelling of fair and equal treatment between all children and adults. Parents and carers value and the children benefit from the well trained and committed staff. Children and their parents are confident in their key-person as that is the play worker with the most detailed knowledge of their child. Children make excellent use of the wide range of resources and show good responsibility at the end of the session when putting items back in the right place. Excellent resources maintain a high standard of outcome; a wide range of paint, dough, and general resources like pots and pans, for example helped the pre-school children to create some wonderful coloured porridge that bring to life the story of Goldilocks. There is a buzz of conversation as the children spoon pink porridge into cake cases and cups, 'oh, oh, it wont all fit in here', the child says while trying to top up a plastic cup, that is full to the brim. The skilled staff member uses many problem-solving words to extend the child's vocabulary. This also helps him to think how to solve his problem of volume and capacity.

All notice boards are at different levels so that children can examine their work that is on display closely and they are very proud of some of their artwork which they cannot wait to take home. The children explain how they and the staff register themselves in at the start of their sessions; by selecting their names in pre-school and picture in the two's to three's base-room, and sticking them on the flower chart on the wall. Progress is spotlighted by an informative collection of photographs that track progress. The photographic record is included in the learning journeys they give parents and carers a clear idea of learning in action. Annotation by parents and carers, and play leaders emphasise particular aspects of

development linked to the areas of learning in the EYFS. Children are happy and confident. They feel safe because there is great trust between them and their key person. Exploration and investigation in the outdoor area creates independence and confidence. However, this area does not reflect all six areas of learning and is an area the staff want to extend. Children enjoy the more exuberant games with cars and bikes in the carefully monitored outdoor space, where the chalk line indicates, 'No Bikes', beyond this point as the babies also needs some safe areas outside to play.

Good table manners, emerging social skills and good conversation are enjoyed by children at snack time. Lunch times are divided between two of the base-rooms so that the two's to three's 'Daisies', either visit the babies or pre-school depending on their appropriate level of age and ability and they chat together on their tables. It is an outstanding learning opportunity for socialising. This is taken full advantage of by the staff and is part of their excellent planning. They make healthy food choices and know how exercise keeps them fit. Children take responsibility for clearing up and putting their mat away at the end of snack time and look forward to fun stories in the more relaxed end-of-the morning session. The many role-play activities help prepare children well for their future in society. Dashing off to iron the gloves casually draped over the ironing board. Staff immediately praise this initiative and extend these actions. A 'floating' member of staff monitors the room, who with her specialist training, knows just the best way to encourage acceptable behaviour, she is only steps in where appropriate. These excellent skills are passed to all staff so that different key people along with parents can use individual ways to turn negative into positive behaviour. The expressions on their faces at times show children have a clear idea of what is right and wrong. For example, they know it is wrong to be unkind and hurt others. Children make good relationships with peers and adults and develop high self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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