

# Chelmsford YMCA Day Nursery

## Busy Feet & Cosy Toes

Victoria Road, Chelmsford, Essex, CM1 1NZ

<b>Inspection date</b>	06/11/2012
Previous inspection date	11/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

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

#### This provision is good

- Partnerships with parents are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.
- A warm, nurturing environment provided by staff and a strong key person and buddy system helps children form secure attachments and promotes their well-being.
- Children are well nourished with fresh healthy food cooked to meet their individual requirements.
- Self evaluation takes into account the views of staff, parents and children.

#### It is not yet outstanding because

- Provision of the educational programmes for three- and four-year-olds are not consistently challenging to ensure all children have the opportunity to reach their full potential.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the baby rooms, pre-school nursery rooms, outdoor play area and after school club.
- The inspector spoke with the Childcare Manager, Director of Client Services, two Unit Managers, SENCO and most other staff.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at all documentation, examples of children's learning journals and individual record books, planning and development charts and wall displays.

## Inspector

Jenny Forbes

## Full Report

### Information about 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. The nursery is open five days a week from 7.30am to 6pm, all year round.

There are currently 74 children attending the nursery who are within the early years age group. There are up to 25 children attending the out-of-school club, which offers care to children aged five years to 11 years. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. There are 16 members of staff, all of whom hold appropriate early years qualifications. The nursery is supported by the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the planning process to provide more consistently challenging and stimulating experiences for all children to ensure effective progress in their learning and development.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff work extremely well as a team, they support each other and have a good knowledge of the Statutory Framework for the Early Years Foundation Stage. Planning for children's progress is shared with parents who are encouraged to contribute through regular discussions with their child's key person. Children's learning journals include details of planning which show where children are in their development and their next steps for progress in all the areas of learning. They use a progress wheel for each child and another for each group as a whole. The guidance document, Development Matters is used to plan for individual children's progress. Staff have expectations of children based on accurate assessment of their skills, knowledge and understanding gained from an extremely detailed information booklet supplied to parents on admission to nursery. The well embedded key person and buddy system ensures all practitioners use effective support systems that meet the learning needs of all children. Children with additional needs are well supported in the setting as their key person liaises closely with parents and other professionals, such as the area special educational needs coordinator. Children who speak English as an additional language are well supported in the nursery as they work very closely with parents and there are visual signs everywhere in addition to words to help all children to find their way around the nursery and feel a part of everything that is happening.

Activities are appropriately supervised and children's engagement with the activities, and their behaviour with each other, is closely monitored. However, on occasions, older children are not always challenged to their full potential. Children have the opportunity to experience technology as there is a functional toy camera available for their use and a computer where they can play interesting games as they learn to manipulate the mouse to paint a picture. When using the mouse, they listen intently to instructions on how to choose the colour of paint to give the snowman an orange nose. Staff promote the development of communication skills through talking constantly with children and asking open ended questions, for example, about a train ride, thus prompting recall and promoting thinking skills. Babies and younger children are able to explore wall hangings and activity toys secured within their grasp as they lie on cushions and play mats. Younger children enjoy stories as they cuddle up to their key person who points to the pictures and reinforces their developing vocabulary as they repeat the words.

Activities are divided into zones where children can experience different types of play to ensure all areas of learning are promoted every day. Visual signs are used at each activity showing four differently coloured silhouettes and the children are encouraged to stick a sticky backed shape of the correct colour onto a silhouette image to show they are using that activity. Only four children can use the activity if this is followed correctly by the children. This process promotes colour recognition, shape recognition and critical thinking as children consider how many there should be at the activity. Children are rewarded when they complete a task well as there is a friendship tree, made by the children themselves, on the wall where children can stick leaves, which staff have written their good deed or achievement on with congratulations. Children are proud of their achievements as they stick their leaves to the tree.

### **The contribution of the early years provision to the well-being of children**

The good settling in procedures and the key person and buddy system helps children form secure attachments and promotes their well-being and independence. Children feel happy and safe in the nursery. Children's behaviour is managed well and children are learning to share and take turns. For example, when two children want the same bag, the key person recognises that it is a favourite of one child, so quickly finds a substitute for the other child, so both children are content. There are opportunities to play outside in the fresh air for both the under two's and pre-school children, where there are stimulating resources, such as, wheeled toys, hanging mobiles, mirrors, chalking boards and wooden spinners, which are used for a variety of physical and intellectual games. In wet weather children can play outside as part of the area is covered and they take out child sized umbrellas to keep themselves dry and wear wellington boots. Children are physically active in all areas of the nursery. Ball pools are available for children in each area and they squeal with delight as they become submerged amongst the soft colourful balls and strengthen their arms and legs as they wriggle about.

Babies and younger children are nurtured and treated with kindness and affection. All their personal care needs are met with tenderness and sensitivity. Potty training is successful as staff make it a fun event by singing songs, and encouraging children to join in with the

actions. Babies and young children are woken carefully from sleep when it is time for tea by caring staff who cradle them until they are awake, and gently soothe them. In one corner of the pre-school room there is a gazebo, containing mobiles, pictures, mirrors, plants and other interesting objects, which is used as a quiet area away from the rest of the room to help children who are settling in, where they can observe the other children playing without taking part. It is a place that can be used by parents of new children and can be used as a transition area for children getting ready to go outside. A sensory area has been arranged in another corner, with a net tent and cushions and a shelf unit containing lots of sensory toys and objects for children to explore if they feel unsettled, and it can be used as a sleeping area if children become tired. Children's sheets and blankets for sleeping are stored in individual bags which are personal to each child and the bedding is washed often.

Children are taught to care for their teeth as they brush them after each meal. Children wash their hands frequently, for example, after using the toilet, playing in the garden, using messy resources and before food. Children are taught to cough into their hand and to wipe their noses on tissues which they put into the bin. Therefore, they are learning about good hygiene routines. Staff take great care to ensure that all children are protected, and their health and medical needs are fully supported, through the clear policies and procedures for recognition and management of allergies and food intolerances. Separate tables are used for children with food intolerances and special requirements. All children have laminated, named, colour coded placemats bearing the specific details of individual dietary needs. Healthy eating is promoted by the provision of healthy, freshly cooked, foods at lunch, tea and snack times. Their chef buys only fresh produce and cooks healthy, nourishing meals to individual requirements twice a day. Children feel safe in the nursery; all visitors sign in and out of each room, each time they enter or leave. Parents are welcome in the nursery at any time which helps to make the children feel secure and contented. Transitions are effectively managed, both within the nursery, and when children transfer to school. Strong links are forged with the local schools and children are well prepared as visits to and from the schools are organised for children to become familiar with the new environment and new people.

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

The nursery has a strong management team, supported by the Christian organisation that has overall responsibility. The staff provide a warm, welcoming, safe, secure, stimulating and nurturing environment where children are happy, can build their confidence and are supported towards meeting the early learning goals. The staff ensure all children receive high levels of attention and support, by engaging them in conversation, listening and paraphrasing, and enabling them to develop close relationships with staff and with each other. Staff are well trained and care is taken by the management to ensure their continued professional development. The system for assessment and planning for the progress check at age two, is incorporated into the assessment system for all children to ensure that parents are aware of their children's development and progress on a continuous level throughout their time at the nursery. The staff and management team

are committed to the continuous evaluation and improvement of their practice and good systems are in place to monitor and assess the quality of the provision, although, care must be taken to ensure that all the educational programmes are delivered in a way that challenges all children to ensure they have the best possible opportunity to reach their full potential. Staff and parents meetings are used to evaluate practice and there is a system for parents comments where they can write their thoughts for improvements on a board, andn staff write their response to show how they strive to meet the request.

Effective systems are in place for safeguarding children to ensure their welfare is protected. Clear management responsibilities in relation to child protection have been established. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there is a concern. Documentation for the safe and efficient management of the nursery is in place. This includes the nursery's policies and procedures, which practitioners ensure are implemented consistently and shared appropriately. Safeguarding flow charts are evident on all the walls of the nursery and policies and procedures are available in every room, as well as in the parents' welcome pack. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children. There is a 12 week induction period for all new staff during which time they are observed and assessed.

Parents give glowing reports of the nursery staff and have extremely positive views about their children's development and progress. There are regular parents meetings, so parents can come in to view their children's learning journey records and talk to staff about their progress. They also know that they are welcome at the nursery at any time to speak to the key persons if they have any concerns or want to know anything about their child's development. The management structure is very strong and supports the staff team extremely well. There is a strong culture of self evaluation and reflection that supports the nursery staff in their continued professional development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are

		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	203765
<b>Local authority</b>	Essex
<b>Inspection number</b>	817985
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	85
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Chelmsford Y.M.C.A. (Trading) Limited

<b>Date of previous inspection</b>	11/06/2009
<b>Telephone number</b>	01245 355677

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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