

YMCA Little Shoots Day Nursery

Longmeadow Primary School, Broadcloth Lane, TROWBRIDGE, Wiltshire, BA14 7HE

Inspection date	30/04/2013
Previous inspection date	23/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a variety of messy play activities, which encourages their exploration of colour and texture.
- Staff liaise well with other agencies involved in children's specific care, which promotes a consistent approach in supporting their development.
- Children play with a wide range of age appropriate resources, which are easily accessible to promote their independent choices.
- Children play in bright, well laid out playrooms, which are suitably organised to promote learning opportunities.

It is not yet good because

- Staff do not consistently promote children's understanding of how to keep themselves safe, with regard to emergency evacuation procedures.
- Staff are not always effectively deployed to consistently support the needs of all children.
- At times, staff do not encourage children to take care of their environment, which results in some play areas becoming unclean.
- Staff do not fully support children in developing their self-care skills in some hygiene routines.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play rooms and the outside play area.
- The inspector had discussions with management, staff and parents.
- The inspector sampled documentation including children's learning journals and operational policies and procedures.
- The inspector viewed the nursery's self-evaluation form.
- The inspector discussed safeguarding procedures with management and staff and viewed related policies.

Inspector

Mary Daniel

Full Report

Information about the setting

Little Shoots Day Nursery registered in 2010. It is run by the YMCA and operates from a purpose-built premise adjacent to Longmeadow Primary School in Trowbridge, Wiltshire. A maximum of 38 children may attend the nursery at any one time. Children have use of three play rooms and an outside play area. The nursery also interchange their play equipment and use the sensory room of the Stepping Stones Nursery which shares the same building along with the Children's Centre which is sited on the first floor. The nursery is open each weekday from 8am to 6pm all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 10 members of staff employed, of whom two hold early years degrees and all other staff hold an appropriate early years qualification at level 3 or 4. A trained chef is also employed. There are currently 78 children on roll, of whom all are in the early years age group. The nursery is in receipt of early years funding for two, three and four year old children. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review staff deployment to consistently support the needs of all children, with particular regard to the organisation of the key person system for the younger children

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

- provide more opportunities for children to develop their independence and self-care skills, such as wiping their own faces and learning how to keep themselves safe in the event of an emergency
- encourage children to show concern for their environment, for example, by encouraging them to wipe their feet before they come indoors after playing outside.

Inspection judgements

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

Children are offered a range of play experiences that promote each area of learning. For example, they enjoy their messy play activity day where they dig in the sand, hunt for dinosaurs in the water and push their hands through shaving foam. Babies explore the colourful tray of jelly through taste, smell, sight and touch. This encourages all children to explore colour and texture through using their senses during fun activities. Children develop their own games as they pour water onto a tray of pasta and then tip their mixture into a large tin. They see this will not fit into the toy microwave so put it into a larger cooker instead. This activity supports children in developing their early mathematical skills as they solve simple practical problems involving size, space and shape. These activities help children in gaining the necessary interest to develop skills for their future learning. Pre-school children enjoy their story about a caterpillar and are keen to join in with the repeated refrains, for instance, as they count the 'two pears' or 'five oranges' eaten by the caterpillar. Staff ask younger children questions about the colours of the jumpers that they wear. Staff sound out the first letter of the children's names and encourage them to join in with them in doing so. This supports children in starting to differentiate sounds. Staff reinforce babies' sounds and words and praise their efforts at communicating. As a result, children's literacy, communication and language skills are well promoted.

Staff use their observations of children's play to assess their stages of development. Staff plan activities that are based on children's interests too. For example, staff see children pretending to make cakes in the role play area and plan a cake making activity for that afternoon. This spontaneity contributes to children enjoying their play and they start to gain the necessary interest required to develop other skills. However, at times staffing arrangements do not meet the needs of babies and younger children well. This is because none of the staff who know them well are working and other staff members are unaware of what such children need to learn next so do not offer good challenges that take their learning forward. Some daily routines, such as lunchtimes are not used sufficiently to promote children's independence and learning. Children develop their creative skills well as they paint 'spring' pictures. Their imaginative play is encouraged as they hold onto their friends and make a 'train' to go inside for their lunch. As a result, children are content and play well with their friends.

Toddlers are keen to fetch their mats to sit on for their 'Apple tree time' group time. They join in singing their 'How many daisies are here today?' song. This activity effectively encourages children in making relationships with others and developing their listening and attention skills. In addition, they develop their early mathematical awareness as they help staff count how many friends are present. Staff use effective questioning with children to promote their learning. For instance, when they want to refill their watering cans staff ask 'Where could we find some more water?' This encourages children to start thinking for themselves within their play. Staff work well with other agencies involved in children's care and learning. For instance, they work together on any specific goals set for children to achieve. This effectively promotes consistency in how children's learning is supported.

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

Children enjoy playing outside and benefit from regular opportunities to exercise. For example, children stretch their arms and legs as they climb up the steps of the climbing frame. They hold themselves steady before pushing themselves down the slide. Staff support babies well in developing their mobility; for instance, as they attempt to climb up the textured surface of a low ramp. However, staff do not regularly teach children how to keep themselves safe. Children have not practised the fire evacuation drill for a long period and this means they do not learn how to leave the premises quickly and safely in an emergency. Staff provide children with healthy snacks of fruits, such as apple or banana. Children sometimes make a fruit salad and talk about foods that are good for them. This promotes children's understanding of healthy living. Children recognise the routine of washing their hands and do so readily. However, they are not consistently supported in learning to manage their personal care routines, such as washing their faces after eating or being involved in messy play activities. This has an impact on how they develop their self-care skills and understanding of suitable hygiene routines. Staff work well together in managing children's behaviour. They talk to children about the consequences of their actions to help them understand about being kind to others. Staff act as positive role models and encourage children in using good manners. They praise children in their responses of 'please' and 'thank you'. As a result, children start to develop skills that will support them well as they move onto school.

Staff organise the play rooms well to create different learning areas with 'child friendly spaces'. For example, pre-school children like to sit under the large, green leaf shaped shades to chat with their friends. Toddlers snuggle into their soft, cushioned 'Golden Fleece' corner. However, at times some parts of the premises are left looking grubby and worn. For instance, when children walk in from playing outside and leave dirt and mud on the flooring. Staff do not always encourage children to take care of their environment, for example, by encouraging them to wipe their feet when they come indoors after playing outside. Children can reach a range of toys and games easily from the low storage units. This effectively encourages their independent choices in play. Staff make effective use of resources to support children's care and learning. For instance, toddlers like to put their photo name card on the 'Apple Tree' picture to register their attendance. This contributes to them feeling valued and secure in the nursery. Babies use sturdy wooden chairs to sit in at the table. This promotes inclusion well as they all sit safely together to eat their meals. This supports children in feeling safe overall. Staff are caring and interact positively with children. However, children do not always have a familiar adult to help them when their key person is not present. This means that at times not all staff have a full understanding of children's individual routines or learning needs. This has an impact on how children form lasting attachments with staff and how they are supported to settle when they arrive at the nursery.

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

The provider has a satisfactory awareness of the learning and development, safeguarding and welfare requirements of the Early Years Foundation Stage framework. Management follow appropriate recruitment procedures and complete relevant checks and references to

assess suitability of staff. There is a clear induction and appraisal system in place and management support continual development for staff. For example, staff are booked onto further safeguarding training. The inspection was brought forward as a result of concerns raised. Ofsted carried out a visit and found the nursery was in breach of several safeguarding and welfare requirements. Ofsted issued a notice to improve regarding providing suitable hygienic changing facilities for changing children who are in nappies and ensuring the nappy changing policy is implemented by staff. In addition the nursery was asked to take steps to ensure all staff understand and effectively implement the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Management has recently reviewed the nursery safeguarding procedures to promote effective management of any concern arising. In addition, staff have refreshed their understanding of their responsibilities. They now show a sound understanding of how to record and report any concerns to the nursery safeguarding coordinators. Any concerns raised are managed appropriately in liaison with responsible agencies. Therefore, they effectively implement nursery procedures, which help to protect children's welfare. Staff now use satisfactory changing facilities and follow suitable procedures for changing children's nappies. For example, staff wear disposable gloves and aprons and use a purpose built changing station. This helps to prevent the spread of infection. Risk assessments are completed and children's security is well monitored through use of a keypad system and recording visitors' attendance. Staff assess the outdoor play areas each day to ensure there is no unwanted rubbish.

Management and staff evaluate the provision through use of a quality assurance scheme. This supports their aims to make continual improvements. For example, since the last inspection staff have been developing the outside play area to incorporate all areas of learning. This will promote children's development well. Parents are kept well-informed of activities provided. For instance, there are internal televisions in each room, which show recordings of children in their play. Staff liaise regularly with parents on their child's development. For instance, as they follow suitable procedures to complete the progress check for two-year-old children. In addition, staff review their observations of children's achievements and share termly summaries of their development with their parents. Overall, this provides satisfactory ways of encouraging parental involvement in monitoring their children's progress. Staff are qualified in child care and required ratios are met within the overall nursery. However, at times during the session staff deployment does not always effectively support children's learning needs. For example, children are not encouraged well in developing their personal and social skills during some meal times. This has an impact on how children are supported in making ongoing progress in each area of their 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 action. 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

Unique reference number	EY413850
Local authority	Wiltshire
Inspection number	911482
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	78
Name of provider	Bath Young Men's Christian Association
Date of previous inspection	23/02/2011
Telephone number	01225751744

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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, which are usually the childminder's 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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