

YMCA Little Shoots Day Nursery

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

Inspection date	08/10/2013
Previous inspection date	30/04/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Staff work closely with other agencies to support children in the nursery.
- Children benefit from healthy and nutritious snacks and mealtimes are a social occasion.
- Children's physical play is effectively supported.
- Children are involved in the planning and staff take their interests into account. As a result, children make steady progress in their learning.

It is not yet good because

- Staff are not always deployed effectively to support children's learning and encourage them to follow the boundaries and expectations with regard to behaviour.
- Parents are not always encouraged to share information about their child's progress at home.
- The systems to ensure management effectively monitor staff's suitability are not secure.
- Staff do not always fully support children through extending their learning and enabling them to explore their environment through their chosen play.

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 completed a joint observation with the acting manager in the garden with the baby and toddler room.
- The inspector observed staff and children in the rooms and outdoor area and spoke to staff at different times during the inspection.
- The Inspector spoke to several parents to gain their views.
- The inspector spoke to the acting manager at a convenient time to discuss emerging issues
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.

Inspector

Lorraine Sparey

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. 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. This shares the same building as the children's centre, which is 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 degrees in early years. 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, all of whom are in the early years age group. The nursery is in receipt of funding for free early education 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:

- ensure that staff are deployed effectively and supervise children appropriately to enable children to learn the boundaries and expectations with regard to their behaviour
- extend and support children's learning through making sure they are supported during large group activities and enable children to explore and investigate their environment.

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

- review the systems to make sure that staff are clear on their responsibility regarding their ongoing suitability
- extend the systems to make sure that all parents are encouraged to be involved in their children's learning and development to support a consistent approach.

Inspection judgements

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

Staff plan and provide a suitable range of activities linked to children's individual needs and interests. However, at times when children are involved in play of their choice, staff tell them to stop or to put the resources back. For example, children are exploring what happens when they pour water on to the grass. A member of staff immediately tells them to keep the water in the water tray. Consequently, children lose interest and they are not supported in extending their learning. Staff complete observations and take photographs of the children involved in their play to evidence their progress and to help them plan their next steps. Parents provide some information when their children first register including very basic information about their learning and development. However, staff do not consistently support parents in sharing information about children's ongoing development. Consequently, some parents do not feel fully included in their child's learning and development and staff do not have all the information to enable them to effectively plan the next steps.

Children in the pre-school room enjoy singing songs and using props to help them with their communication and early maths. Children are keen to listen to a story that one of the children has brought in because it is their favourite story. The member of staff encourages children to talk about what they can see in the picture and predict what they think is going to happen next. In general, the majority of children are keen to be involved. Staff ask the children questions such as 'What do you think they feel like?', talking about the character. A child replies 'Sad'. A member of staff praises them. However, some children, particularly those who are learning English as an additional language require help to understand the story. The staff are busy and consequently some children lose interest. Babies babble and say single words as staff talk to them about their play, encouraging their language development. Staff count 'one, two, three' and up to 'seven' as they count the balls saying to the children 'look there are seven balls for you to choose from'. Other babies giggle as staff encourage them to feel the sand on their hands and feet. Babies show obvious enjoyment as staff encourage them to explore balls and hoops, talking about the different colours. Children's physical development is effectively supported. There are lots of opportunities in the outdoor area for children to explore the mud kitchen, digging and filling up various containers. They confidently climb the steps and slide down the slide. Children are keen to use the wheeled vehicles and begin to show control as they move them around. Children's fine motor skills develop as they paint, use chalks and crayons. Children self-register, they enjoy finding their name and putting it on the board to show they are present.

There are systems in place for staff to complete the progress check for two-year-old children. They involve parents and use some of their observations and assessments to make sure they have an accurate picture of the child's development. There are good systems to make sure that children who have additional needs are well supported. The Special Educational Needs Coordinator for the nursery is clear on her role and responsibilities and provides staff and parents with good support. For example, she supports children with speech and language delay using a national programme. Children

are encouraged to identify sounds and listen to simple stories to promote their language development. This helps close the achievement gaps and ensures all children make progress in relation to their starting points.

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

Children build positive relationships with their key person, and other staff and children in the nursery. At times children show kindness and become excited when they see their friends arrive. They rush over and are keen to involve them in their play. In general, staff manage children's behaviour well. Some staff use various strategies such as getting down to the child's level and explaining why their behaviour is not acceptable. However, this is not consistent and at times staff are not deployed effectively to help children to learn acceptable boundaries and expectations. Consequently, at times children's behaviour is not appropriate towards others and as staff do not notice they are not able to deal with it effectively to help children learn right from wrong. There are suitable systems in place to record any incidents where children's behaviour has affected others. Staff share this information with parents to make sure they are fully informed. If unacceptable behaviour continues, staff meet with parents and devise a behaviour management plan with them to help promote a consistent approach.

Children benefit from healthy nutritious snacks and meals. Staff sit with the children role modelling good manners and encouraging children to be independent and feed themselves. There are clear systems to make sure children who have allergies or preferences have their needs met. There is information in all of the rooms and the kitchen to make sure any dietary requirements are met. Children follow appropriate hygiene routines and they know and understand when and why they wash their hands. Appropriate nappy changing procedures are followed to make sure children are comfortable. Staff follow babies' and toddlers' home routines in regards to nappy changing and sleeping to make the move between home and nursery as smooth as possible.

The nursery provides children with a good range of equipment, both in the age-appropriate playrooms and the outdoor area. In addition, children can use the sensory room. Children learn how to keep themselves safe in the environments because staff give clear explanations. For example, when a toddler crawls under the table the member of staff explains they may bump their head. At other times, staff show children how to use the equipment safely and support babies as they become more mobile to keep themselves safe. Consequently, children are able to safely explore their environment.

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

The management and staff have a suitable awareness of the learning and development, and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff demonstrate a good understanding of how to safeguard children and there are clear procedures in place in the event of a concern regarding a

child's welfare. There are clear systems in place to make sure the management recruits appropriate staff to meet their roles and responsibilities. All staff undergo a variety of reference checking, induction procedures and annual appraisals. However, there are no clear systems in place to monitor staff's ongoing suitability and staff are not clear of any changes they need to tell management that may affect their suitability to work with children. Management and staff implement a wide range of policies and procedures to support staff in fulfilling their roles and responsibilities and inform parents of the service offered. These include safeguarding, behaviour management and complaints policies and procedures. There are posters and policies on display to make sure parents are clear on what they can expect from management and staff.

There are clear risk assessments and daily safety checks to enable staff to provide a safe and secure environment. There are keypad entry systems to the nursery and the individual rooms. Visitors are required to sign in to enable staff to know who is present at any time. Management have clear procedures to make sure that there is sufficient staff in each room to meet the required ratios. However, at times staff are not deployed effectively to support children in their learning and to encourage them to learn how to take responsibility for their own behaviour.

There are appropriate systems in place to monitor and evaluate the learning and development requirements. Room leaders are responsible for making sure that the key person is completing observations, assessing children's progress and planning for the next stage in their development. Management oversee the whole process. At staff meetings staff are able to talk about activities and planning to share ideas. Management are responsible for monitoring and evaluating the whole provision and involving parents and children in this process. They use a self-evaluation form and participate in a quality assurance scheme. The nursery has made progress since their last inspection, and is continually striving to improve outcomes for children. There are opportunities for staff to attend training and identify courses that are of particular interest to them. The nursery manager has the opportunity to liaise and share practice ideas with other managers within the chain of four nurseries. In addition the nursery receives visits from the local authority to support them in identifying areas of strength and areas to improve.

Partnerships with parents and carers are generally adequate. Some parents feel very involved in their children's time in the nursery and others report they feel less so. Parents are generally aware of who their child's key person is and report that they feel that staff are supportive and they are confident to talk to them. Most parents report their children are making quite good progress. Others report their children are doing well and they are happy with the carer and activities provided. There are good effective systems in place to support children who attend other settings or who receive help from other early years professionals. This helps staff to support children in reaching their full potential.

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
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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	938432
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	30/04/2013
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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