

# YMCA Little Shoots Day Nursery

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

<b>Inspection date</b>	03/03/2014
Previous inspection date	08/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 requires improvement

- Staff have a positive attitude to making continual improvements to promote outcomes for children.
- Staff have developed clear strategies for supporting children in managing their emotions, which promotes positive behaviour.
- Staff are knowledgeable about children's development and provide an interesting range of activities to support their learning.
- Children respond positively to the friendly, caring approach given by staff, which helps them feel settled.

### It is not yet good because

- Staff have not fully established risk assessment systems to ensure suitable prevention is put in place to help minimise all possible risks to children to keep them safe.
- Staff deployment and the organisation of parts of the session are not consistently effective in supporting children's care and learning needs.
- Staff have not fully established systems for sharing information with parents on their child's developmental starting points.

## 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 children's play activities and discussed their development with staff.
- The inspector sampled documentation, such as safeguarding policies and procedures and children's learning journals.
- The inspector had discussions with management, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken with at the visit and of parents' written comments.

**Inspector**  
Mary Daniel

## Full report

### Information about the setting

YMCA Little Shoots Day Nursery registered in 2010. It is one of five nurseries 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, an outside play area and integral bathroom facilities. The nursery also interchanges 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 12 members of staff employed. The manager holds Early Years Professional Status (EYPS) and all other staff hold an early years qualification at level 3. A trained chef is also employed. There are currently 66 children on roll, who are all in the early years age group. The nursery is in receipt of early years funding for children aged three and four years. 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:

- improve the risk assessment systems to ensure appropriate action is taken to remove or minimise all identified risks, with particular regard to the security of the premises
- review the organisation of staff deployment to ensure learning opportunities are maximised and the needs of all children are consistently supported.

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

- develop further the information shared with parents on children's developmental starting points to fully support initial planning of activities.

## Inspection judgements

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

Staff are knowledgeable of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They plan meaningful play activities from their observations of children's achievements and interests. They use this information

to identify how to further support their development, which overall helps children make steady progress. Staff notice children's interest in the large number puzzle shapes. They praise the pre-school children as they correctly find numbers, such as 'three and five'. Staff talk to them about the day's date and play a shape matching game. Staff provide a range of tools, such as small rakes, spades, bowls and buckets for children to use in the sand trays. Staff talk to children about the textures they feel and use words, such as squashing and patting as they make their sandcastles. This motivates children and they become absorbed in their play. Staff provide sticky cereal shapes for babies to explore and they start to use it to fill small cups and bowls. Consequently, staff provide purposeful activities that effectively support children's early awareness of simple mathematical concepts, such as empty and full.

There have been a lot of staff changes over the last year and management are now working hard with staff to establish positive teamwork. Generally, this aim shows to be successful as overall staff work well together and children are keen to join in play activities. However, although there have been improvements made in the systems of supporting children's learning, these are still being embedded. For example, at times staff are not effectively deployed to maximise children's learning opportunities. Most children are animated and engaged at circle and story times and listen to the member of staff taking this session. However, staff do not always sufficiently support those children who are less confident in participating in these activities. As a consequence, some children lose interest and then walk away from the activity. In addition, children sometimes sit quietly in play areas or at the lunch table for some time without any direct staff interaction to support their involvement. This reduces some learning opportunities for children as they are not always fully challenged or supported in their care and play experiences.

Staff promote children's language and interest in stories well. For instance, staff make babies smile as they make the noises of animals, such as the monkeys, cats and elephants they see in the pictures of a book. Toddlers like pressing buttons to activate sounds and babies enjoy feeling textured books. Staff encourage pre-school children to repeat familiar phrases and words from stories. For example, children like saying 'Swishy, swashy and squelchy' as they listen to a story about a bear. Staff plan special events such as a 'Bedtime story' evening. Parents, children and staff dress up in their nightclothes to share their favourite children's stories and also enjoy hot chocolate and cookies. Parents read children stories, such as 'The three little pigs', which effectively supports their listening skills and enjoyment of books. In addition, this actively promotes parents' involvement in their child's learning. Children enjoy making patterns and marks using different mediums, such as gloop, paint or shaving foam. Some more able children are competent users of pens and pencils and start to form recognisable shapes and letters. Staff extend opportunities for mark making well overall. They provide a large painting easel and a variety of mark making tools in the outside play area. Toddlers can easily reach colourful pencils, crayons and chinks. They like to use paper and clip boards to draw their pictures. These play experiences actively encourage children's interest in developing their early writing and reading abilities. This also effectively helps them to develop skills that will support their move on to school.

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

Staff are friendly and caring and children respond positively to them. Staff get to know children's individual needs and routines, which helps them to settle. For example, staff recognise when babies are tired and need to rest and they work in liaison with parents supporting toddlers' toilet training routines. Staff encourage the pre-school children to pour their own drinks at snack and mealtimes. In addition, children then scrape their plates and put their cutlery in a bowl of soapy water for washing up after dinner. This contributes to children developing their independence and social skills, although at times some children are not fully supported to enjoy and participate in mealtimes. Children are provided with a healthy, balanced diet of nutritious foods. Staff talk with children about foods that are good for them, which helps to raise their awareness of keeping healthy.

Staff praise children often for their efforts. For instance, as children recognise the day of the week. Emphasis is given to help children consider the feelings of their friends and develop positive attitudes to others. For example, staff and children give a big clap for a friend who recognises that the month has changed to March. Staff frequently tell children how proud they are of their achievements. This actively boosts children's confidence and self-esteem. Children practise fire drills regularly and know this routine. For example, they know when they hear the alarm they must stop and go to the door. They remember that staff count the children present and know where they assemble outside the building. Staff encourage children to use equipment safely. They gently remind younger children of the importance of sitting properly on their chairs and not climbing on the furniture or running indoors. This helps children develop a sound understanding of keeping themselves safe from harm. Staff and children show positive interaction, which helps children feel secure. However, full consideration has not been given to some aspects of children's security on the premises to ensure they remain secure within the nursery.

Children have fun playing in the outside area. They enjoy pushing colourful hoops along the ground or digging in the large sandpit. Staff provide colourful soft play blocks to create different obstacles for children to climb on, over and under. Babies use the low-level furniture and equipment to pull themselves up to standing. As a result, children are supported well to develop their physical strength in a variety of exciting activities.

Children are cared for in bright, inviting play rooms. Staff organise these well overall to provide different areas of learning. For instance, pre-school children enjoy their circle times in their 'woodland snug' area where their names are displayed on pictures of hedgehogs, foxes or badgers. Babies enjoy playing outside and attempt to climb up the steps of a low slide or sit in their ride on cars. Toddlers like to sit in their cosy corner to look through a photograph book of people and activities at the nursery. Staff use resources effectively to encourage children's interests and involvement in play. For example, they hide brightly coloured beads in some shaving foam mixture to encourage toddlers to explore different textures. Staff talk to toddlers about the different colours and help them find a green, pink or yellow bead. Consequently, they effectively use resources to initiate children's curiosity in play. Staff work hard to make play areas attractive for children and display lots of photographs of them involved in their activities. This provides

positive visual prompts for discussion and helps children feel valued and welcomed.

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

This inspection was brought forward following concerns raised to Ofsted relating to safeguarding and suitability of staff. Ofsted carried out a visit and found the provider had not ensured that safeguarding policies, including whistle blowing procedures, were sufficiently robust, contained reference to relevant agencies and that all staff had a suitable awareness of safeguarding procedures to follow in the event of a concern arising. In addition, although supervision arrangements were in place, these were not sufficiently rigorous to fully monitor and support staff's well-being and professional development. Ofsted also identified that some potentially harmful substances were not made fully inaccessible to children. These were breaches of requirements of the Statutory Framework for the Early Years Foundation Stage.

Ofsted issued the provider with a welfare requirements notice to implement effective policies and procedures to safeguard children and ensure all staff understood these procedures, including the management of any whistle blowing concerns that needed to be referred outside of the organisation. The provider was asked to make sure effective procedures were implemented to ensure staffing arrangements meet the needs of all children and that all staff are suitable to fulfil their roles and responsibilities. Ofsted also issued the provider with a notice to improve regarding the way potentially harmful substances, such as cigarettes, are kept out of children's reach and to make sure appropriate arrangements are in place for the supervision of staff. This inspection found that management have reviewed and updated safeguarding policies and procedures. These are clearly detailed and include whistle blowing procedures and the management of any mobile phones and cameras. In addition, these policies include relevant contact details to support effective management of any concerns. Management encourage staff's understanding of safeguarding issues through ongoing training opportunities and regular sharing of related information at staff meetings. Clear recruitment and employment procedures are in place, which include the processing of relevant checks and references, such as those completed through the Disclosure and Barring Service (DBS). Management undertake regular supervision and appraisal meetings with staff. They also give regard to working with related legislation and agencies when assessing staff suitability. Management also receive regular supervision and support for their role. This provides clear procedures for assessing and monitoring staff suitability, well-being and practice, and provides ongoing training opportunities to support them in their roles and responsibilities. In addition, there is a no smoking policy in place and staff keep any cigarettes stored securely away from the premises. Consequently, management and staff have satisfactorily reviewed and addressed the issues raised.

This inspection identified that risk assessments are completed on the overall premises and staff complete daily safety checks. Suitable prevention is in place overall, which helps to minimise risks. There is a security buzzer system at the main door leading to the nursery, which helps staff monitor who is entering the premises. In addition, visitors' attendance is

recorded. However, this door and the playroom doors are not always sufficiently secured to prevent children's unsupervised access from inside. While staff are overall observant of children, this still leaves a possible risk to children's safety. This also means the related requirements of the Childcare Register are not met. Management and staff ensure that the required adult to child ratios are consistently maintained in line with requirements to protect children and support their needs appropriately.

Management seek parents' views of the provision offered through use of questionnaires and discussion. Staff discuss children's collection arrangements with parents to ensure their safety and overall keep them well informed of planned activities and events. For example, they create colourful, photographic displays of children involved in a range of play experiences. This provides opportunities for parents to be involved in their child's development. The nursery has been through a period of change over the last year. Management and staff have worked hard to address issues raised at and since the last inspection. They continue to evaluate their practice together to identify areas to develop. For instance, they have plans to create an outside sensory area for the babies and provide space for children to plant fruit and vegetables. This will provide more learning opportunities for children in their outside environment. Management and staff have a positive ethos to developing new approaches in childcare. For example, they have all attended specialised behaviour management training. As a result, staff have established more effective strategies to help children manage their feelings and respect those of others. This helps children begin to develop positive relationships with their peers. Some areas identified by management for development are still not fully embedded, however, overall the changes being implemented are having a positive impact on children's well-being and learning. Consequently, management and staff are developing effective ways of working together to support their aims for promoting outcomes for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to remove any identified risks (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to remove any identified risks (voluntary part of the Childcare Register).

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY413850
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	954587
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Bath Young Men's Christian Association
<b>Date of previous inspection</b>	08/10/2013
<b>Telephone number</b>	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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