

Inspection date	20 January 2016
Previous inspection date	11 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- A well-established key-person system helps children to build secure emotional attachments and supports strong relationships with parents. Staff have developed close bonds with children and families. This helps them to provide high levels of support and promotes effective partnership working.
- Close monitoring of children's progress and careful planning mean that children's individual learning needs are identified and well supported. Staff gather useful information from parents on entry to add to initial assessments and parents are kept well informed about children's ongoing progress.
- Staff work in harmony with outside professionals. They work together to make sure that children benefit from continuity in their care. This helps disabled children and those with special educational needs to make good progress in relation to their individual needs and abilities.
- The manager is a very knowledgeable and effective leader. She is supported well by a team of dedicated and enthusiastic staff. Leaders have a clear picture of the strengths of the nursery and have identified areas for improvement. Self-evaluation is accurate and ensures that prompt action is taken to make positive changes to benefit children.

It is not yet outstanding because:

- Occasionally, staff do not best support children's understanding of the reasons why guidelines for positive behaviour are in place.
- The organisation of outdoor play times for the pre-school room does not always fully support children's engagement and enjoyment and provide children with the very best outdoor learning experiences.

What the setting needs to do to improve further

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

- provide consistent messages and explanations to further promote children's understanding of positive behaviour
- review the current arrangements for outdoor play times, in order to maximise pre-school children's engagement and enjoyment and further enhance their outdoor learning experiences.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff, children and the local authority advisor at appropriate times during the inspection.
- The inspector completed a joint observation with the manager, and held a meeting with the manager and deputy manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, risk assessments and self-evaluation, and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a selection of parents during the inspection.

Inspector

Layla Louise Clarke

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Following a recent incident where a child was left unsupervised in the garden for a very short period, the provider followed all procedures correctly. They notified Ofsted as required, completed a full investigation and thoroughly reviewed their policies and procedures. The provider has thoroughly reviewed their policies and procedures. Improvements have been made to the way that children's attendance is recorded, including when children visit different rooms in the nursery. Risk assessments have been updated and the deployment of staff has been reviewed. The provider ensures that all staff understand their responsibility to protect children's safety and welfare. Leaders support staff in their professional development and staff have regular opportunities to develop their skills and knowledge. Staff benefit from observations and feedback from leaders and each other. This helps to further enhance their good practice. Staff share meaningful information and assessments with teachers at local schools. This helps to support children's transfer to school.

Quality of teaching, learning and assessment is good

Well-qualified staff understand how children learn. Staff take into account children's individual needs and interests and provide opportunities for children to engage in self-chosen activities. Children's physical development is promoted well. Babies learn to climb and balance on large apparatus indoors. Babies have good opportunities to develop their small finger muscles. They grasp paint brushes and explore the textures of paint and glitter with their fingers. Toddlers develop early writing skills and pencil control. Staff provide tools for them to make marks. Toddlers delight in making patterns as they squeeze glue on to paper and are supported by staff as they cut with scissors. Pre-school children develop a good understanding of numbers. Staff question children and ask them to compare quantities. Staff ask children to write numbers on whiteboards, which they do successfully. Staff are focused on encouraging children's communication skills. They carefully listen to children and allow them sufficient time to respond to questions. Staff use visual timetables and hand gestures when communicating with children. This also supports disabled children and those with special educational needs to be fully included.

Personal development, behaviour and welfare are good

Children arrive enthusiastically. They are motivated and eager to play and learn. Positive relationships exist between children and their key persons. Children develop independence and confidence, and demonstrate high levels of self-esteem. Children learn about healthy lifestyles. They are offered swimming lessons and regular exercise classes. A well-balanced diet of healthy foods and snacks is provided and staff encourage children to follow positive hygiene routines. Children's safety is well promoted. Effective staff deployment and good supervision allows children to test their physical skills and take risks in a safe environment.

Outcomes for children are good

All children make good progress from their starting points. The manager effectively monitors the progress of individuals and groups of children. All children are acquiring the skills and dispositions needed for future learning and for school.

Setting details

Unique reference number	EY314359
Local authority	Wigan
Inspection number	1035903
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	113
Number of children on roll	111
Name of provider	Ashton, Wigan & District YMCA
Date of previous inspection	11 March 2014
Telephone number	01942 274684

YMCA Nursery was registered in 2005. The nursery opens between 7.30am and 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. There are 25 staff employed to work with the children. Of these, 22 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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