

YMCA Portsea Day Nursery

Union Street, Portsea, Portsmouth, Hampshire, PO1 3BY



Inspection date

25 September 2017

Previous inspection date

22 September 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

- Staff are good role models for children, such as when they demonstrate acts of kindness in front of them. Children are excited to share resources with friends. They are happy as they confidently access toys and explore the well-organised play areas.
- The continuous professional development of staff is a priority within the organisation. The manager has a good understanding of staff training needs. She arranges learning opportunities that enhance the quality of teaching and are relevant to the children.
- The manager closely monitors planning across the nursery. She communicates well with her leadership team. They discuss how routines meet the needs of individual children. All staff with key-person responsibilities know their children well. They eagerly contribute fresh play ideas to the planning, and activities are stimulating and enjoyable.
- Staff offer children learning English as an additional language effective support. They form close links with professionals who assess children's needs. All children who have communication difficulties are offered focused help and attain well.
- The risk assessment process is thorough across the nursery. The manager and staff are vigilant in checking that play equipment is well maintained. Routines promote children's understanding of how to keep themselves safe. For instance, young children form a 'fun train' to stay together as they move from their room to the outdoor area.

It is not yet outstanding because:

- There are inconsistencies in the success of arrangements to include parents in their children's learning and development. The manager is looking at ways to involve all parents more effectively.

What the setting needs to do to improve further

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

- strengthen partnerships with parents to involve them even more fully in their children's learning and development.

Inspection activities

- The inspector spoke to parents to seek their views about the nursery provision and about their children's learning experience.
- The inspector held a discussion with the manager about her priorities for improvement.
- The inspector carried out a joint observation with the manager on an adult-led activity and they talked about what they saw.
- The inspector talked to staff about their understanding of safeguarding and how they keep their knowledge current.
- The inspector tracked a number of children. She accessed their learning records and talked to staff about the progress they are making.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager has recently been promoted to her current post. She is highly reflective and ambitious about the impact she can have on future development. For instance, she is introducing peer monitoring systems and is encouraging staff to contribute to regular discussions about how they can raise the quality of teaching. The manager carries out in-depth performance reviews. Staff are positive about the support they receive from the manager. She discusses changes in their personal circumstances that could impact on their role working with children. Safeguarding is effective. Keeping children safe is a high priority for the provider and the manager. They offer staff regular opportunities to refresh their understanding of all aspects of safeguarding. Staff have a secure knowledge of the procedures to follow to report any concerns about children. The manager deploys staff very well, fully taking into account their skills, knowledge and training. For example, there are staff with a current paediatric first-aid certificate working in each room. They are able to respond quickly to any accidents.

Quality of teaching, learning and assessment is good

Staff offer children opportunities to experience handling a range of textures. For example, babies giggle as they smooth their hands through gloop. Staff demonstrate how to move it with scoops. As the mixture dries, babies roll it between their fingers and pass it to other babies taking part in the activity. Staff encourage toddlers to identify parts of their bodies, such as when they are painting pictures of themselves. Children are self-motivated and choose the creative resources they need to further enhance their play. Staff encourage children to begin to mix colours, although some children decide they would rather paint their own faces. Staff carry out accurate assessments of children's development. The manager monitors learning and checks all areas of concern are addressed quickly. Staff support children to develop mathematical skills. For instance, older children identify numbers as they estimate how far they can push cars down a number sheet.

Personal development, behaviour and welfare are good

Staff encourage children to develop their independence skills, such as when they serve themselves portions of tasty food. Lunchtime is a positive experience and children thoroughly enjoy socialising with friends. The key-person system is well organised to minimise disruption to children when there are unavoidable changes of staff. For example, there is a familiar co-key person who steps in. Staff are clear about their behavioural expectations. Children are settled, happy and very well behaved.

Outcomes for children are good

Children learn many skills in preparation for their move on to school. For example, they are able to use small tools very well, such as when they carefully cut out paper shapes. Older children recognise familiar letters and write their own names. Children from a wide range of backgrounds make good progress from their individual starting points. They are very well prepared for the next stage in their education.

Setting details

Unique reference number	EY477706
Local authority	Portsmouth
Inspection number	1071862
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	56
Number of children on roll	69
Name of registered person	YMCA Fairthorne Group
Registered person unique reference number	RP906223
Date of previous inspection	22 September 2014
Telephone number	02392 865355

YMCA Portsea Day Nursery registered in 2014. It is situated in the Portsea area of Portsmouth. The nursery is situated within the grounds of St George's Beneficial School. The nursery operates from 7.30am until 6pm for 51 weeks a year. There are 15 members of staff, including an administrator and a qualified nursery manager who is responsible for the day-to-day organisation of the provision. There are 13 staff who work directly with the children, all of whom hold a recognised qualification. One member of staff holds early years professional status, one is qualified at level 7, and the remainder are qualified at level 2 or level 3. The setting accepts funding for children aged two, three and four years.

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