

Bath YMCA Day Nursery

Inspection report for early years provision

Unique reference number 133112
Inspection date 25/10/2010
Inspector Barbara Walters

Setting address International House, Broad Street Place, BATH, BA1 5LH

Telephone number 01225 325911
Email daynursery@bathymca.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Bath YMCA Day Nursery is a city centre nursery and is sited within the main Bath YMCA building. The nursery opened in 1988 and is registered for full day care for a maximum of 26 children under the age of five years, with a maximum of six children aged between 18 months and two years. Sessions are from 8.30am to 5.30pm, Monday to Friday all year round, excluding bank holidays and certain days between Christmas and New Year. There are different sessions available throughout the day. The nursery serves families from the city and those coming to work in Bath. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The nursery has sole use of its self contained rooms and uses the gym hall within the building for physical play sessions. Meals and food are provided by the on-site restaurant kitchen. There is an enclosed outside play space with paved and safety surfaces of which the nursery has sole use. There are currently 38 children on roll of whom 21 three and four-year-olds receive the nursery education grant. The setting supports children with special educational needs and/or disabilities and English as an additional language.

There are six members of staff working with the children, four of whom are qualified to a level three qualification in childcare and education. The nursery is supported by the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are sensitive to children's individual needs and work well together to provide an inclusive and supportive environment. Children are happy and motivated and make good progress in their learning and development. Strong partnerships with parents and other agencies ensure that information is effectively shared to promote children's well-being. The manager and staff work consistently towards constant improvement of the setting and are very clear about the way forward to further promote outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff consistently support children's growing independence

The effectiveness of leadership and management of the early years provision

Staff clearly understand their role and responsibilities in protecting children and demonstrate a high commitment to ensuring that children are their first priority and their welfare is fully promoted. All staff and volunteers have up-to-date checks and systems are in place so that children are continuously supervised. Effective risk assessments contribute to children's continuing safety and staff take steps to minimise any risks through daily checks and prompt maintenance of the areas children use. Children have safe access to a wide range of interesting resources appropriate for their age. Space is used well so that children can explore and move freely and help themselves to a wide range of stimulating toys and equipment, both in and out of doors. Children are fully protected as staff have a clear and confident understanding of child protection and what they would do in the event of a concern about a child in their care.

The manager is very effective in reviewing the practice of the setting and has worked hard to identify areas for improvement. For example, she has introduced a system so children are able to contribute to their learning and she has reviewed and changed the layout of the rooms to enhance outcomes for children. Regular meetings provide staff the opportunity to reflect on their childcare and education practices and a commitment to staff development contributes to the common desire for staff to drive improvement. The nursery is successful in providing a service that is inclusive for all children. Children develop a strong sense of belonging and enjoy looking at photographs of their daily activities either from displayed photographs or in their learning profiles. The nursery has set themselves targets to help children with English as an additional language feel more welcome in the nursery and to ensure that their individual needs are fully promoted. Children are beginning to develop a good awareness of people's similarities and differences through visits from parents who share their interests and through tasting foods from different cultures.

Strong relationships with parents contribute significantly to children's well-being in the nursery. Parent's views about their child's needs and interests are actively sought which ensures that children experience continuity of care and lays the foundation for good relationships with parents. New parents are helped to settle children gradually and to share their preferences for how their child is cared for. Parents report that children thrive at the nursery. Staff are approachable and involve them in contributing to their child's learning and development. The group have developed good links with other settings that children attend and regularly share their individual progress to ensure consistency of care and learning.

The quality and standards of the early years provision and outcomes for children

Children are enthusiastic and confident in the nursery's welcoming environment. Staff find out about children's skills, interests and needs when they first attend and

build on this information. All children are eager to participate in the activities on offer that are stimulating and suitable for their stage of development. However, staff support is not consistent in fully developing children's independence. Children's creative skills are well promoted as they experiment with a range of media such as net material, feathers, and glitter wires to design and make their own models. Their imagination is developed as they play with the plastic tiger in the jungle, roaring loudly and stalking the other animals. They concentrate well with the jigsaw puzzles, exploring the shapes and colours to complete the picture. Children's communication skills are well supported as staff skilfully engage them in conversation by asking questions to promote thinking. For example, children discuss the picture in the jigsaw and explain to staff where all the tyres are on the tractor. Staff are effectively skilled and use their understanding of how children learn to provide good quality care and education. They have a good understanding of children's achievements across the six areas of learning, based on observation, which clearly identifies the next steps in their learning.

Children develop a good understanding of responsibility by taking it in turns to help prepare the tables at lunch times. Group time further encourages children to listen to others, take turns and share their experiences. Staff guide children to use tools safely, such as scissors and to sit securely on chairs which develops their awareness of person safety. Children are being encouraged to learn about healthy eating as reflected in the variety of foods which they enjoy. Meals are additive free and take into account children's dietary needs which ensures children have a good healthy diet. Close and caring relationships with the staff increase children's confidence and sense of trust and they feel safe and secure.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met