

# YMCA Green Shoots Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY409652
<b>Inspection date</b>	14/10/2010
<b>Inspector</b>	Michelle Tuck
<b>Setting address</b>	Green Shoots Nursery, Westfield Road, TROWBRIDGE, Wiltshire, BA14 9JQ
<b>Telephone number</b>	01225 751774
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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**

Green Shoots Day Nursery opened in 2004 and re-registered in 2010 under the management of the YMCA. It operates from a purpose built building in the grounds of Studley Green Primary School, in the town of Trowbridge, Wiltshire. A maximum of 55 children may attend the nursery at any one time. There are currently 90 children on roll. The nursery is open each weekday from 8.00am to 6.00pm all year. Children share access to a secure enclosed outdoor play area. The nursery has links with the primary school. The nursery is registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. The nursery employs 18 members of staff, including a cook, most hold an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All aspects of the Early Years Foundation Stage have been implemented in an effective way across all age groups within the nursery. Individual needs of babies and children are exceptionally well met due to the effective grouping, dedicated staff and excellent organisation, leadership and management. Inclusive practice is evident in everything they do, with a strong commitment to working in partnership to ensure children are very well supported. The setting has effective systems overall to help them evaluate their practice to ensure the highest standards are maintained, and show an excellent capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- extending the systems for self-evaluation to further enhance outcomes for children.

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

High levels of organisation, drive and motivation of staff ensure that children are happy, and have positive experiences. They are exceptionally well cared for in a secure environment where their health and safety is of the highest standard. The staff are all vetted and are very aware of their responsibilities for the safeguarding of the children in their care. They regularly update their knowledge with regard to child protection to have a secure understanding of current legislation and are all confident in the procedures to follow should they have a concern. The children are taught to keep themselves safe, for example, when moving around the nursery

environment. Indoor and outdoor spaces, furniture, equipment and toys are entirely suitable and safe, while continuous risk assessment is highly effective in minimising hazards. Detailed policies are frequently updated and all records are highly maintained to support the excellent care offered to children and their families.

The staff are meticulous in constantly improving partnerships with parents. There are clear systems to actively work with other providers delivering the Early Years Foundation Stage for continuity of care and sharing of relevant information to benefit children. These approaches enable them to respond promptly to any identified learning and development needs. Parents' are highly valued and their ideas and suggestions are welcomed. Parents have excellent opportunities to contribute to their children's learning; throughout the nursery and particularly in the baby room where parents are encouraged to have as much input as possible to ensure their child settles quickly and is happy and their personal routine is as near as possible to the one at home. The families have high confidence in the staff who continually strive to provide children with a wealth of high quality, challenging resources in rich and varied, learning environments. Staff place the promotion of equality of opportunity at the heart of all of their work. As a result, every child receives the maximum levels of support from an early stage, including those learning English as an additional language. The nursery is highly inclusive because of the staff's in-depth knowledge and clear understanding of each child's background and needs.

Excellent management of the highly qualified staff ensures their ongoing suitability and continuing professional development. Adults are thoughtfully deployed so that children benefit from their inclusive practice. The setting is developing very good systems for self-evaluation, which help them to identify their strengths and areas for development; however, they have not completed all aspects in their evaluation system. Nevertheless, as they identify areas to be changed, they implement new procedures effectively that improve the outcomes for children; for example, arrangements for babies' to have water. All staff are encouraged to contribute their ideas and take turns to lead the planning for the children in their room. The management has a clear vision for the future and is confident and capable to make continuous improvement.

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

Children make rapid progress in their learning and development. This is because the staff team have a secure knowledge about the Early Years Foundation Stage and how to implement an appropriate play curriculum for the different ages and abilities that attend. The team in each room works effectively together to assess children and plan for their next steps in learning. Staff gather detailed information about children's interests and skills helping to build a comprehensive early assessment record. Staff then plan an exciting range of activities based on children's interests, to offer a fun range of learning activities well matched to children's differing needs, ages and abilities. As a result of this approach, children

enthusiastically embrace the play opportunities provided and actively enjoy themselves and achieve very well. This is effectively supported by staff who are caring and responsive, sitting alongside children to support their play and asking open questions, which fosters children's critical thinking skills. Children's progress is recorded and monitored well through the use of a 'learning journey' book with regular observations, photographs, links made to the Early Years Foundation Stage and plans for their next learning steps.

A very well organised, stimulating learning environment, both indoors and outdoors, actively fosters children's self-reliance and independence as they choose their activities and undertake self-care routines. Messy play activities are enjoyed by the children enthusiastically and provide opportunities for creativity and exploration, such as using conkers rolled in paint to make patterns on paper. Natural resources are examined by toddlers and babies who experiment with shredded paper, water, and paint. A range of treasure baskets is available, which stimulates their senses and develops their knowledge about different materials. Older children are keen to use a range of implements to make marks on paper and show an interest in the written words around the setting, including their names written on their tray and their place mat. Children show high levels of independence, curiosity, imagination and concentration. Each child's individual progress is observed, assessed and recorded in order to meet their individual needs effectively. Their individual, identified next steps are woven into the planning, which is all based around children's interests. Children are excited to share what they have learnt and know, for example, a child shows the inspector how to use scissors safely otherwise, 'they can cut you'.

Children are considerate and are developing an excellent understanding about others and the wider world to foster their future tolerance of difference. All children, regardless of age, gender or ability, are actively included in events, and the setting ensures children are surrounded by positive images of the wider society and they celebrate world festivals. Children show an exceptional understanding of the importance of following good personal hygiene routines. They spontaneously wash their hands before eating and after using the toilet. They use liquid soap and individual paper towels to prevent the risk of cross infection. They independently access the drinking water when thirsty. Most staff are qualified in first aid and can deal with situations effectively. Children benefit from the excellent role modelling of staff, who have a calm and caring approach. Children enjoy regular fresh air and exercise in the outside area where they can plant strawberries and beans and watch them grow. Children run, climb and are active outside, understanding the importance of exercise as part of maintaining a healthy lifestyle. Children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children's behaviour is very good. This is because the staff are attentive, praise the children frequently and set clear boundaries regarding acceptable behaviour. Children that struggle to behave so readily are well supported to learn what is acceptable.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **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