

# YMCA Little Fir Tree Nursery

Inspection report for early years provision

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**Unique reference number** EY366702  
**Inspection date** 09/12/2008  
**Inspector** Sue Vernon

**Setting address** Kings Park Primary School, Lowbourn, MELKSHAM,  
Wiltshire, SN12 7ED  
**Telephone number** 01225 709 594  
**Email** sarahcloke@kingsparkprimary.wil  
**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the setting**

The Little Fir Tree Nursery operates within the Kings Park Children's centre in the grounds of Kings Park Primary School in Melksham, Wiltshire. The nursery opened in September 2004 and since January 2008 has been managed by Bath Y.M.C.A. The premises include three play rooms and associated facilities, including a sensory room and speech and language area. Children have access to enclosed outdoor areas. The nursery is accessible from a level car park. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for 86 children aged under eight years, with a maximum of nine children from 3 months to 18 months in the Baby Room at any one time. In the Toddler Room the age ranges from 18 months to 3 years. It is open weekdays throughout the year from 08:00 to 18:00 except bank holidays. The provision includes a term-time breakfast and after-school club for children aged up to eight years and holiday care for children up to eight years of age. There are currently 81 children on roll. The nursery supports children for whom English is an additional language and those with learning difficulties/disabilities. The nursery employs 20 members of staff, of whom 19 work directly with the children. Of these, 18 members of staff hold appropriate early years qualifications and two are working towards gaining appropriate qualifications.

## **Overall effectiveness of the early years provision**

Children play and learn in a safe, secure and welcoming environment. Partnership with parents is a key strength of the group as staff have effective systems in place to get to know each child's individual needs. The nursery plans well how to support each child and builds good links with both parents and other providers. Whilst the management and staff team evaluate the strengths and weakness of the nursery in a variety of formats, improvements in learning and development and the delivery of the Early Years Foundation Stage (EYFS) are not yet consistent across all areas and age groups.

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

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

- further link observational assessments to inform planning for each child's continuing development
- ensure the indoor environment contains resources and equipment which are age-appropriate and accessible

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

The management work closely with the staff team in order to reflect on the practice of the nursery and plan for future improvements. Discussions in staff

meetings and opportunities for training support staff in developing understanding of the EYFS and how to apply it for all age groups. However, some areas, such as the organisation of resources in order to obtain the best learning outcomes and the linking of observations and planning, remain to be fully addressed and are not yet completely effective in monitoring each child's developmental progress.

Regular risk assessments ensure that possible hazards are minimised and appropriate safety equipment is in place. This provides a safe environment where children play and move around freely as they enjoy the different play opportunities offered. Good safety procedures are in place, such as regular fire drills which are assessed for effectiveness. Children learn to develop safety awareness through daily routines, such as waiting for staff supervision before going outside. Staff have good awareness of procedures for safeguarding children and know the required procedures to be followed should any concerns arise. The management follow sound employment systems that ensure that staff have appropriate qualifications and clearances.

The nursery management team has a strong commitment to work closely with parents in order to identify children's individual needs. The key worker system, regular discussions and the exchange of contact diaries support good communication between the nursery and each child's parent/carer. Good information about the nursery and its policies are shared with parents, which helps them understand nursery procedures. Any special requirements, such as medical needs, are consulted on carefully, which ensures both parents and children feel supported. The management has good links with other agencies and professionals in order to obtain any extra advice and support for different needs if needed.

## **The quality and standards of the early years provision**

Children make sound progress in their learning and development. Children's interests and starting points are discussed with parents and linked into the play activities offered. Staff use observations to note children's achievements. They also identify some areas for the next stage of children's learning which are linked into short-term planning. For example, encouraging hand co-ordination and cutting skills with a tray of soft spaghetti after noticing some children were not confident using scissors. However children's learning diaries do not yet consistently evidence progress across all six areas of learning.

Children are happy and settled in the setting and generally participate enthusiastically in the range of opportunities provided for them. There is an appropriate balance of child-initiated and adult-led activities and staff interaction is generally focused on developing children's learning and enjoyment. Staff relish the chance to use unplanned events to capture children's interest, such as exploring ice in the garden on a cold morning. Children make progress in basic writing skills as they use a dedicated writing area and display their efforts, which builds their self-esteem. Opportunities for developing understanding of numeracy are used as children sing simple counting rhymes and play games with large dice. The value of books is shared through story times, though book displays do not always attract involvement. Appropriate equipment is used, with babies enjoying sitting together

at very low tables; however, after-school children in the early years age range do not always have access to suitable sized furniture. Children learn to value technology through sequencing toys and the use of a computer. They enjoy learning about the natural world as they plant seeds and nurture vegetable plants in a growing area outside. All age groups learn about changes as they enjoy weighing, mixing and cooking their own food for snack time, making for example, cheese straws or flap-jacks.

Staff build warm relationships with the children. Parents and carers are welcomed and given good information on their child's experience through discussions, diaries and progress records. Displays and newsletters ensure all parents are aware of nursery news. Any special requirements such as special religious dietary needs are respected and supported. There are clear policies and procedures that help protect children from the risk of infection. Healthy snack and meals are offered, with staff working on healthy eating initiatives which include children eating the vegetables they have grown in the outside raised beds. Children relish healthy exercise as they regularly play outside with a variety of wheeled toys.

Children respond to the consistent praise and encouragement from the staff and behave well. Children's independence is supported as staff encourage them to pour their own drinks and select and replace aprons after enjoying messy play with paint or water. Staff ensure all children access the play opportunities and help them value diversity through discussions about different festivals and play with multi-cultural resources. The play rooms and gardens are safety checked daily to ensure children enjoy free movement in a safe play environment. The staff's good understanding of child protection issues supports children's well-being.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.