

YMCA Woodlands Nursery

Woodlands Infant & Nursery School, Whitethorn Grove, Off Regent Street, Birchwood, Lincoln, Lincolnshire, LN6 0PF

Inspection date	27/10/2014
Previous inspection date	20/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are making good progress in their learning and development. This is because staff know children well and provide exciting play opportunities to meet their interests and needs.
- Children have developed warm relationships with all the staff who effectively support their personal, social and emotional development and ensure that they feel secure.
- Staff have developed strong partnerships with parents and with the host school, this means that children's learning is well supported and they are well prepared to move on when the time comes.
- Everyone is committed to safeguarding children. Staff fully understand their roles and responsibilities and are clear about the procedure to follow should they have any concerns.
- The management team and staff work well together. Consequently, they continuously strive to improve the nursery and the service provided for children and families.

It is not yet outstanding because

- Staff sometimes miss opportunities to extend children's thinking and model language during every day routines and planned activities.
- Staff do not organise books in the most effective way to encourage children to access books independently and extend their literacy skills, particularly reading skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector conducted a joint observation with a nursery deputy.
- The inspector held discussions with the deputy manager of the nursery, the staff and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

The YMCA Woodlands Nursery was registered in 2005 and opened in 2006, it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-adapted premises in the Birchwood Sure Start Centre in Lincoln and is managed by Lincolnshire YMCA. The nursery serves the local area and is accessible to all children. It operates from three play rooms and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications, including the manager who has a degree in early years studies and the deputy manager who has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The philosophy for teaching and learning in the nursery is based on the High Scope approach.

What the setting needs to do to improve further

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

- maximise staff awareness and use of opportunities to extend children's thinking and language skills, both in everyday routines and planned activities

- enhance the book corner to create a highly stimulating area to promote children's love of books and encourage them to practice and develop their early reading skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is consistently good. This is because staff have a broad knowledge and understanding of the areas of learning and how children learn. Staff take into account what children already know and can do from their initial assessments and discussions with parents when children first start to attend. They make good use of this information to plan starting points for each child's next stage in learning. Staff are skilled in using the information from their observations to contribute to the individual planning for each child. Children's progress in their learning is evident through the regular observations and assessments the staff make. Staff regularly track and monitor individual children's progress across the seven areas of learning. This means that any gaps are identified promptly and targeted effectively through good teaching and relevant activities. Staff show a good understanding of how to complete the progress check for children between the ages of two-and-three years. All staff use good running commentary during activities

as they play and interact with children. However, staff do not always take opportunities to extend children's language development or to challenge their thinking, for example, during hand washing routines or when leading a planned activity.

All children receive good guidance to develop their play experiences throughout the nursery. For instance, babies explore textures while staff model how to drizzle rice from a height. Babies thoroughly enjoy emptying the rice after staff fill the pot. This means children's sensory development is progressing well. Children make marks and draw pictures using pens and whiteboards. However, the somewhat uninviting book area means that children do not frequently choose books to read independently. As a result, their love of books and early reading is not fully maximised. Children have opportunities to learn about technology using a computer to interact on with age-appropriate games. Good use is made of outings for learning opportunities. For example, children visit the shops and enjoy a well-planned session. Children begin by devising a shopping list. Their listening and attention skills are encouraged as they listen to what their friends are adding to the list. When on the walk, children are actively encouraged to recognise and name points along the way. They identify a post box and staff encourage the children to think what might go in the post box. Children develop mathematical skills as they count how many lollies they need to buy. This shopping trip encourages children to develop an interest in where they live and promote their knowledge of the world. Children enjoy being outside and have opportunities to explore, investigate and be active learners. Children have a fascination with water play, which is supported well by staff as they encourage children to help themselves to the water from the water butt.

The nursery staff actively ensure that children are increasing their independence. For example, during free-play activities, children are given access to a range of different tools and equipment that increases their physical skills. For instance, children engage in role play, cutting up potatoes and cucumber with safety knives. This increases children's readiness for school or the next stage in their learning as it encourages their independence. Staff liaise with outside professionals when required to ensure children are fully supported to reach their individual potential. This means that children with special educational needs and/or disabilities make good progress from their starting points. Children who speak English as an additional language are fully integrated into the nursery. Staff work with these children and their families to develop their English language skills, which help them progress very well to achieve their full potential. Staff further support these children by learning words in their home language and using these to encourage their personal, social and emotional development. During circle time, children ask to be welcomed in their home language. As a result, these children feel a sense of belonging. Parents have regular opportunities to see their child's special books and the staff make themselves available during arrival and departure times to talk to parents. There are regular opportunities for parents to share information and plan for children's learning in the nursery and at home. For example, take home bags and story sacks give suggestions about how families can extend learning at home. The good partnerships with parents help to promote consistency of care and learning.

The contribution of the early years provision to the well-being of children

Children are well settled and secure and they enjoy trusting relationships with staff, who are very caring and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is well promoted. Settling-in sessions are flexible to suit the individual needs of children and their families. Children gain a sense of belonging as they can see creatively displayed photographs of themselves, playing and exploring. The staff are good role models and use positive techniques for managing children's behaviour. This has a positive impact on children as they display good behaviour at all times and are kind and caring towards one another. Staff follow good health and hygiene practices as they change babies' nappies. For instance, they wear gloves and aprons.

Children are familiar with the routines of the day. For example, they know the expectation is that they wash their hands when they come in from outside play and before they have their snack. Children are provided with a healthy range of food for their snacks. Their independence skills are mostly promoted because they are encouraged to help themselves and to pour their own drinks. Children of all ages benefit from sitting together and enjoying the social aspect of lunchtime. Such skills help them prepare for their move to school. Fresh drinking water is readily available. Staff encourage children to explore the outdoor area and use a range of equipment, such as digging in the sand. As a result, children are learning to enjoy activities and experiences that promote their well-being. Staff promote children's safety well and teach children how to use equipment safely. They teach children how to look after themselves by practicing the fire evacuation procedure regularly.

Resources are well-thought-out and offer children a wealth of opportunities to lead their own play. Many of the resources are made from natural materials and can be used in a variety of different ways. This allows children to discover and investigate independently. The environment is highly stimulating and the children are consistently engaged in playing and exploring. Children regularly explore the local area as they walk to the shops. This encourages the children to develop positive relationships with community members. Staff manage moves between rooms sensitively and parents are involved at each stage. This means that both children and parents become familiar with the child's new key-person. The nursery has developed a strong partnership with the school they share the site with. For example, children share the playground with the nursery class. In addition, they go for regular visits into the school as part of their preparation for going to school. This involvement throughout the year means that children who will go to this school are well prepared.

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

Arrangements for safeguarding children within the nursery are good. Staff have effective knowledge of child protection procedures and what to do if they are concerned about a child in their care. There are clear procedures to follow if there is an allegation against a member of staff. In addition, staff implement robust policies about the use of mobile phones and cameras in the nursery. This helps to promote children's safety in the nursery. Clear risk assessments are used to identify potential risks to children and effective safety

measures are in place to minimise these. There is a good range of policies, procedures and records, including an attendance register and accident forms, which staff use effectively to support the safety of children and the management of the nursery. The manager clearly understands the importance of implementing an effective recruitment and selection procedure. All staff are qualified and have been vetted to ensure they are suitable to work with children.

The manager uses ongoing supervision and appraisals to help staff deliver good-quality practice. Induction and performance management ensure that staff are clear about their roles and responsibilities. The nursery has an effective training matrix and has identified appropriate training needs to enable staff to gain new skills, knowledge and qualifications to benefit the children. The impact of this training on children's learning is already evident as they are making good progress towards the early learning goals. The management team monitor children's progress and take steps to address any minor gaps that are identified. For example, the Children's Centre teacher is delivering a collection of sessions to support children with their differing needs.

The management team evaluate the work of the nursery regularly ensuring that areas for improvement are realistic and enhance children's experiences at nursery. Parents' views are sought through questionnaires and this contributes to ensuring there is a clear vision for the future for all parties. Parents and carers speak highly about the nursery. They say their children enjoy attending. Parents comment that bringing their child to the nursery made going back to work easier. Staff work closely with other professionals to support children as required, including children with special educational needs and/or disabilities by offering respite care. They take great delight in children's achievements and progress. Parents speak highly of the help they have received from the nursery in supporting their child's individual needs. This collaborative partnership ensures all staff have a greater understanding of children's individual needs and enables them to provide consistency in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY319646
Local authority	Lincolnshire
Inspection number	862347
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	48
Name of provider	Lincolnshire YMCA Ltd
Date of previous inspection	20/03/2012
Telephone number	01522 685499

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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