

Bath YMCA Day Nursery

International House, Broad Street Place, Bath, BA1 5LH



Inspection date

12 July 2018

Previous inspection date

20 August 2015

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

- Children are cared for by a professional, friendly and caring staff team that spends good-quality time supporting them in their activities. Children build strong relationships with staff. They are settled and happy and grow in confidence.
- Staff work effectively with parents, external agencies and services to ensure children get the support they need. They share information with parents about children's capabilities, interests and care needs. They successfully engage parents in children's learning, such as involving them in interesting activities as part of their literacy and mathematics projects.
- Staff observe children as they play and closely track their achievements. They get to know children really well. They follow children's interests and provide well for their individual learning needs. Children make good progress from their starting points.
- The manager and staff continually strive to improve the nursery. They regularly evaluate the nursery's practice and outline areas for improvement, to lead the ongoing development of the quality of the provision.

It is not yet outstanding because:

- Staff do not focus precisely on the available learning opportunities during some adult-led activities so that children's learning is supported to the highest level.
- Children are less inspired indoors than outdoors to explore and involve themselves in new or different activities and extend their learning further.

What the setting needs to do to improve further

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

- review and strengthen the planning and organisation of adult-led activities to focus more precisely on the available learning opportunities
- enhance the planning for indoors to inspire and stimulate children's involvement in new and different activities and extend their learning further.

Inspection activities

- The inspector observed activities in both of the main play rooms, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the educational programmes and the quality of teaching. Her ongoing supervision and appraisal of staff enable individual learning needs to be identified. Training and programmes of support are implemented to help to increase staff knowledge and skills. The manager beneficially links with local providers for professional development opportunities, such as joint literacy and mathematics projects with the local school. Safeguarding is effective. Staff follow comprehensive risk assessment procedures for all areas, effectively identifying and minimising hazards to children. They supervise children well at all times and have a good understanding of safeguarding procedures.

Quality of teaching, learning and assessment is good

Children relish the opportunity to explore imaginatively. They eagerly visit the role-play shop. Staff act as good role models and effectively support children's ideas and learning. For example, they ask probing questions to encourage children to name food as they select it and discuss the cost of things. They help children make receipts for their purchases encouraging their early writing. Staff support children closely as they test out their ideas. For instance, children explore emptying and filling containers with water outside. Staff encourage children to pay attention to details and develop their deeper thinking. Children persevere well as they attach funnels to bottles. They solve problems and transfer their mixture from a leaking jug.

Personal development, behaviour and welfare are good

Staff are calm and caring. They use distraction, discussion and negotiation effectively to help children to manage their own behaviour and build relationships with each other. This includes children whose needs require particularly perceptive intervention and additional support. Staff closely develop children's independence and sense of responsibility, taking time to build children's confidence. They patiently offer useful tips, encouragement and praise, as children use the tongs to serve themselves food or eagerly mop up spilt water, for instance. Children enjoy regular periods of play in the setting's small but extremely well-resourced courtyard garden. Staff are close by to offer a helping hand as children explore and take on physical challenges. For example, children play with sports equipment, use the tyre swing, climb ramps and ladders and roll tyres.

Outcomes for children are good

Children's communication, language and social skills develop effectively, including those children who speak English as an additional language. They learn new words, count with increasing confidence and recognise their names. They learn to appreciate the company of others as they enjoy social mealtimes and take turns in conversation. Children listen well and are eager to learn. They persist when they encounter difficulties and show very positive attitudes and dispositions. They gain a really good range of skills in readiness for their move on to school. This includes two-year-olds in receipt of funding and those for whom the setting receives additional funding.

Setting details

Unique reference number	133112
Local authority	Bath & NE Somerset
Inspection number	1126948
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	2 - 4
Total number of places	26
Number of children on roll	22
Name of registered person	YMCA Bath Group
Registered person unique reference number	RP904153
Date of previous inspection	20 August 2015
Telephone number	01225 325911

Bath YMCA Day Nursery registered in 1988. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to level 6, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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