

# Inspection of YMCA Redland Nursery

Redland Community School, Brook Street, Chippenham SN14 0JE

---

Inspection date: 2 November 2021

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are well behaved, content and settle well. They arrive happy and are keen to start their day. Staff form strong relationships with children and work closely with parents to tailor settling-in procedures to best suit the needs of the children. When children first start, staff gather information about what the children enjoy and what they can already do, and they find out about children's lives outside of the nursery. Staff use this information effectively to help identify children's starting points and to plan experiences for them that they will enjoy. The curriculum is geared to the children's interests and staff use their assessments skilfully to identify and plan for what children need to learn next.

Staff work in partnership with parents to help them extend their children's learning at home. For example, they share ideas for simple play activities that can be done at home to enhance children's development, such as exploring flowers in ice cubes to learn about the effects of frozen water and how it defrosts. Staff know the local community well and tailor the family support they offer to best meet the needs of the children and families that attend.

## **What does the early years setting do well and what does it need to do better?**

- Staff incorporate many opportunities to enhance children's personal, social and emotional development, and children make particularly good progress in this area of their learning. Staff provide stimulating and interesting activities. For example, children explore 'emotion pebbles' and use them to articulate how they are feeling.
- Staff recognise the impact COVID-19 (coronavirus) lockdowns have had on some children's routines, so they work closely with parents to aid children's return to nursery. For example, staff supply families with hot chocolate and marshmallows and share virtual bedtime stories with children to help them get back into good bedtime routines. Many families have now made these routines more of a focus at home and comment how children are less tired.
- Staff communicate effectively with children, helping to extend their ever-growing vocabulary, including those children who learn English as an additional language. For example, staff ask open-ended questions in a way that encourages children to explain and talk more about their ideas. Staff introduce new descriptive words to babies as opportunities arise, such as 'crunchy' when they eat breadsticks.
- Staff support children's learning well and all children, including those in receipt of early years pupil premium funding, make good progress during their time at the setting.
- Children benefit from daily outdoor play and physical activities that enhance their large motor skills. Children have time to be active, which contributes well to their health. However, in the pre-school outdoor play area, activities do not

always meet all children's interests, particularly those who are more reluctant to spend time outdoors.

- Staff respond well to children and set consistent and clear boundaries for them. Staff successfully help children learn to take turns, share and play well together.
- Staff promote children's independence very well in everyday activities, helping children to manage their own self care. Children gain a strong sense of pride in being able to do things for themselves. This in turn boosts their self-esteem, and prepares children well for the next stage in learning and their eventual move to school.
- Staff provide a range of learning environments and, throughout the day, offer a wide range of stimulating learning experiences for children. Younger children enjoy opportunities to be curious and imaginative with real objects and creative during art activities. Older children enjoy practising listening during group games. Occasionally, in the pre-school room during changeovers in routine, staff do not always provide activities to engage the children. During this time, children lose focus as they wait to move on to the next activity.
- Staff benefit from good support and supervision from leaders. They have access to regular training and opportunities to enhance their professional development. For example, leaders support staff to gain higher level qualifications to help develop their practice to benefit children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of their responsibilities to safeguard children. They are clear about the nursery's policies and what to do should they become concerned about a child's welfare. They have a good knowledge of child protection, including signs that a child may be at risk of harm. The manager ensures staff have regular training and opportunities to refresh their safeguarding knowledge. Staff consistently implement safeguarding policies and procedures. Environments are safe and clean, and staff risk assess effectively to ensure children's welfare. Leaders ensure staff follow robust systems for first aid and managing accidents.

## **What does the setting need to do to improve?**

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

- enhance opportunities for pre-school children to develop their interests outdoors
- organise changeover times in the pre-school room more effectively, so that children remain interested and focused.

## Setting details

<b>Unique reference number</b>	2594611
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10209407
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	YMCA Brunel Group
<b>Registered person unique reference number</b>	2594616
<b>Telephone number</b>	01249 463907
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

YMCA Redland Nursery registered in 2020 and is situated in Chippenham, Wiltshire. It is open Monday to Friday from 8am to 6pm, all year round. The nursery is in receipt of free early education funding for children aged two-, three- and four-years-old. The nursery employs 11 staff to work with the children of whom one has qualified teacher status. Six staff have a relevant level 3 qualification, three have a level 2 qualification and the manager holds a relevant level 6 qualification.

## Information about this inspection

### Inspector

Dominique Allotey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the provider.
- The inspector held discussions with the leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector and manager completed a learning walk together across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed children's activities and teaching, inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021