

Inspection of YMCA Green Shoots Day Nursery

Green Shoots Nursery, Westfield Road, TROWBRIDGE, Wiltshire BA14 9JQ

Inspection date: 28 October 2022

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

What is it like to attend this early years setting?

The provision is good

Staff have warm relationships with children, who settle well into the nursery and, as a result, feel safe and secure. Staff encourage children to explore resources and talk about their play. For example, when young children are exploring paint, they talk about what their painting looks like. They explore the glitter in the paint and excitedly discover the colours they make when they mix them, stating, 'look, purple'. Staff share books with children across all areas of the nursery, talking with them about the pictures and stories.

Staff have high expectations of children's behaviour and participation. They support children to resolve any minor conflicts quickly and consistently. As a result, children manage their feelings and emotions well. Children have lively conversations with staff and each other during snack time. They are happy and talk confidently to their friends. Staff develop children's independence. For example, they offer them choices at snack time and encourage them to pour their own drinks.

Children have access to a wide range of resources to support their learning, both indoors and outdoors. They form strong relationships with staff and enjoy involving them in their play. For example, a member of staff talks with children as they play with cars and a garage, asking, 'Did you go on holiday? Where to?' She then finds a ramp for children to roll their cars down, saying, 'that was fast, wasn't it?'

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

- Staff know children well and respond promptly to their needs. Children's key persons quickly put strategies in place to support them. Staff use different communication strategies for individual children. For example, some staff use objects of reference for children. Most staff use sign language to support children's communication skills, although this is not yet consistent across the nursery.
- Teaching is good. Staff talk to children as they play, describing what they are doing and asking them questions to extend their thinking. For example, one member of staff playing in the sandpit with children asks, 'Shall we measure our footprints? Look, I've got big feet'. Children develop their mathematical skills through play, supported by staff. For example, when playing with ten green bottles, a member of staff asks, 'How do you know where it goes?'
- Staff plan the curriculum to build on what children know and can do. For example, in the two-year-old room, the focus of the curriculum is personal, social and emotional development. This is because the staff have noticed that children starting this year have not had the same socialisation opportunities due to the COVID-19 restrictions. Staff have put a longer transition period in place to support children and their families with separation issues.

- The manager knows her staff well, including their strengths and areas for development. She has a good overview of the quality of provision and what needs to happen next. For example, she correctly identifies staff skills in supporting communication and language as a priority for the nursery. There is a robust system for monitoring children's progress over time.
- Parents speak highly of the setting. They value the communication between their child's key person, and parents describe 'happy, warm and welcoming staff.' Parents look forward to updates about their children through an online communication system and describe this as a 'window into nursery life'.
- The manager is proactive in responding to families' needs. For example, she has introduced a book-share library for children and families, having noticed that younger children are more likely to be using electronic devices at home. The nursery also organises a clothes swap for parents to help with the current cost of living crisis.
- The manager and staff work in close partnership with the local school and other agencies, which supports children into school well. The manager works closely with the school's early years lead and, together, they identify areas of strength and areas for development. Children enjoy trips to the school grounds, physical education in the school hall for the term before they start in school and reading and sharing books with older children.
- Staff engage well with children, offering choices to develop independence. As a result, children demonstrate positive attitudes to learning through high levels of concentration and enjoyment. For example, during group time, all children listened to nursery rhymes and took turns to identify the matching picture.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the setting. Staff are confident in identifying those children who may be in need of early help, taking appropriate action. Managers and staff work with multi-agency partners to ensure the best outcomes for vulnerable children. The manager works closely with the partner school and Children's Centre, supporting families who attend both. Safeguarding systems are robust. The manager ensures that staff have a clear understanding of child protection policies and procedures, meaning that they make referrals in a timely way to those who have the expertise to help.

What does the setting need to do to improve?

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

- develop consistent use of existing strategies, including sign language and visual prompts, to support children's developing communication and language skills.

Setting details

Unique reference number	2594610
Local authority	Wiltshire
Inspection number	10249204
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	55
Number of children on roll	55
Name of registered person	YMCA Brunel Group
Registered person unique reference number	2594616
Telephone number	01225 755616
Date of previous inspection	Not applicable

Information about this early years setting

YMCA Green Shoots Day Nursery registered in June 2020. It operates from a purpose-built building in the grounds of Studley Green Primary School, in Trowbridge, Wiltshire. The nursery is open each weekday from 8am to 6pm all year. The nursery employs 12 members of staff, one of whom one holds an early years qualification at level 4. Of the remaining staff, 10 hold qualifications at level 3 and 1 is unqualified. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Ruth Glover

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to evidence suitability of staff.

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.

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