

# Wishing Well Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY368042

**Inspection date**

09/06/2009

**Inspector**

Cheryl Thompson

**Setting address**

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**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 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**

Wishing Well Day Nursery is run by Bradleys Childcare Ltd. It opened in April 2008. A maximum of 66 children may attend the nursery, of these, not more than 12 may be under two years at any one time. There are currently 93 children on roll aged from seven months to four years. It operates from four rooms in the Wishing Well Children's Centre which is located within Waterman Primary School. As well as the nursery, a crèche facility is also available. The nursery serves the local area and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The facilities and access are suitable for those with mobility difficulties or disabilities. The nursery is open each weekday from 07.00 to 18.30 throughout the year excluding Bank Holidays. All children share access to a secure enclosed outdoor play area. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery employs 10 staff all of whom hold appropriate early years qualifications. The setting works in partnership with the school.

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

Provision at Wishing Well Day Nursery is good. It meets the needs of the early years children well. Key strengths are the outstanding links with parents and developing links with the local community. Well trained staff successfully promote all aspects of children's welfare and learning, particularly so in making sure all children are included in all that the setting offers. Consequently, children make good progress in their learning and in their personal development. The outcomes of the setting's self-evaluation are used effectively to bring about any needed changes and as a result, the setting's capacity for further improvement is good.

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

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

- provide more detail in planning to show what it is children are expected to learn from taking part in an activity
- use information from observations and assessments more precisely to meet children's needs and next steps in learning

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

Staff work as an effective team to promote children's learning and well-being. There is a strong emphasis on the staff's continuing professional development and ensuring the spacious nursery is attractive and well resourced with high quality equipment. Children's safety and welfare are high priorities. Parents speak highly of the systems for keeping their children safe. Policies and practice for child protection, for dealing with accidents and illness and for checking the suitability of

all adults who work with the children meet current requirements. Very good links with outside agencies such as social workers and specialist teachers are very profitable in terms of supporting individual children and their families. Checks of equipment, the building and outside areas ensure that they are safe for children to use.

Self-evaluation is good and gives a clear picture of strengths and areas to develop further. For example, the setting identified and took action to develop more opportunities for access to outside play and to involve parents even more in seeing how well their child is making progress. Staff have now identified that they need to develop their planning further to include more measurable success criteria, for example, the specific vocabulary related to an activity.

Links with parents and carers are excellent. Parents trust staff and speak enthusiastically of the good progress their children make. There are many informal, yet effective, opportunities for parents to discuss their child's accomplishments.

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

The good range of activities on offer promote children's physical, social, emotional and academic development well. In the main, children make good progress because staff make learning fun and use questioning effectively to help children think and develop their vocabulary. The use of the grounds for activities such as the close observation of growing plants and hunting for 'bugs', supports children's learning well. Children make good progress in their personal, social and emotional development because they have plenty of opportunities to make choices, are guided sensitively and always encouraged to 'have a go'. The strong emphasis on helping children to learn how to keep themselves safe and healthy is successful. For their age, children talk knowledgeably about 'healthy' food and can also explain that you need to brush your teeth to keep them clean. Nursery staff keep parents very well informed about their child's daily accomplishments and what they have eaten for snack time. Parents find this very useful to help reinforce healthy eating habits at home. Staff make detailed observations of children. Currently, however, planning for the next steps in children's learning is not always based precisely enough on these observations. Consequently, some activities do not always promote the best possible progress by building systematically on what children already know, understand and can do.

## 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> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?  | 1 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 1 |
| How well are children helped to enjoy and achieve?  | 2 |
| 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? | 2 |

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## **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