



Wingate Private Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY266488
Inspection date	06 December 2006
Inspector	Cynthia Walker
Setting Address	Wingate House, Raglan Avenue, Keighley, West Yorkshire, BD22 6BJ
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Registered person	Wingate Private Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Wingate Private Day Nursery Ltd registered in 1992. It operates from a detached property set in its own grounds close to the centre of Keighley. The nursery serves families of the surrounding areas. Children are cared for in six playrooms which are split into three main areas according to their individual age groups. There are secure areas for outdoor play. The nursery is open weekdays throughout the year from 07.30 until 18.00.

The nursery is registered to provide full day care for 61 children from birth to under five years. There are currently 75 children on roll of which 10 are in receipt of nursery education funding. Children attend for a variety of sessions. There are 15 members of staff working with the children. Over half the staff hold appropriate early years qualifications and two staff are working towards an appropriate qualification. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished and enjoy a wide variety of nutritious meals and snacks, which include a wide selection of fruit and vegetables. At snack time children are encouraged to cut their own fruit and take responsibility for pouring their own drinks. The nursery are following a healthy eating policy and have separate menus for winter and summer. Children are able to access fresh drinking water independently throughout the day. Dietary needs are discussed with parents and efficiently recorded to ensure the children's individual needs are met.

Children are developing a good understanding of personal hygiene; they become increasingly independent around personal care, as they wash their hands after going to the toilet and before food. Staff demonstrate that children are cared for appropriately if they have an accident or need medication because they follow effective procedures. Clear written procedures are in place to support children if they are ill. Detailed information from parents on their children's daily routines is used to ensure that they receive effective rest or sleep.

Regular use of the outdoor area is actively developing children's physical skills. Children use control and coordination as they balance whilst walking along low beams. They enjoy jumping in the large puddles and attempt to skip. Children are encouraged to manipulate push along toys around a group of traffic cones and use twisting and turning movements. The children's physical development is supported by resources which include a large climbing frame and slide, seesaws, balancing beams, wheeled toys, a bridge and large tyres. The use of music and movement and bringing resources indoors extends their experience of physical activity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. Risk assessments are kept in the three play and learning areas within the nursery and daily detailed checks are completed before the children arrive. Children are developing an understanding of safety through clear explanations from staff as they go outside to play and learn how to use a skipping rope safely. Explanations from children on the stop signs displayed around the room, indicates their awareness that parts of the computer are not safe and they cannot go beyond certain points within nursery. Regular evacuation practises reinforce the children's understanding of fire safety and staff use an interesting picture book with the younger children to introduce them to the fire procedures.

The nursery is welcoming to children. Colourful displays which include children's own art work are visible throughout the nursery. All rooms are creatively arranged to allow the children to move spontaneously and independently around all areas of play and learning. Children are accessing a broad range of resources which are appropriate to their age and stage of development. Resources are effectively arranged to enable children to make individual decisions about the toys they are going to use.

Children are efficiently safeguarded by the staff's secure understanding of child protection procedures which are in line with the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making good progress because staff have developed a good understanding of the needs of children under three. Clear planning is in place linked to the 'Birth to three matters' framework and observations on children are being used to inform planning.

Children acquire new skills as they join in a wide range of interesting activities. They enjoy experimenting with a selection of musical instruments and play cooperatively together, as they concentrate intently to bang the drums and vigorously shake their maracas and bells. Children enthusiastically participate in a selection of rhymes and songs, waiting with anticipation to see whose bed the spider is under, as they sing 'I'm a spooky spider, my name is hairy Fred'. There is a wide range of children's art work on display which demonstrates they have been involved in a good variety of sticking and painting activities. Staff extend children's learning as they sit with them encouraging them to complete simple inset jigsaws. Children use their imagination to mimic adult glasses by putting a hair band across their eyes and peeping around a corner. They are comfortable with the routines of the group and respond immediately as a circle of chairs is put out for them to sit on for story and songs. Children under one enjoy a variety of toys and resources as staff actively interact in their play. Some children move their bodies to the music of a dancing dinosaur and others show great excitement when a balloon is introduced, experimenting with its movement as they pat and kick it to the adults present and attempt to catch it.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make sound progress because staff have a reasonable understanding of their needs and provide a suitable range of activities and experiences. Staff have a sufficient understanding of the early learning goals and as a new staff team, they are working with the advisor from the local authority to review the planned programme of activities and assessment. Although planning reflects the early learning goals it does not encompass the needs of the less or more able children or reflect the overall activities being provided. Information on children's assessments is shared with staff as children progress through nursery and this gives staff useful insight into children's starting points, however, new assessment records are being introduced which include systems for gathering information on new children joining the nursery. Children's next steps for learning are identified and linked to the future planning. Staff use skilful questioning and constructive support to extend children's learning. The management of the daily routine impacts on the children's independent access to the activities and resources within the planned learning programme. This allows children to become bored, easily distracted and not able to focus and extend their learning. Resources are arranged to allow children to take responsibility for their own learning in most areas.

Children have a positive attitude to learning and are interested in the appropriate range of activities provided. They confidently use language to negotiate with others at the water tray,

give explanations on how the computer works and to describe their junk model. Children reinforce their counting skills within the daily routine as they count how many children are lined up to go outside. They are able to recognise shapes as they use them for threading, make patterns with coloured pegs and attempt simple calculation as they estimate how many more shapes are needed to make 10. Staff demonstrate that phonics are introduced at circle time to encourage children to recognise the initial letter of their name. Children experiment with the water in the puddles in the outdoor area and make patterns with a rake on the surface. They join in discussions on where they think the water may go if they sweep it away. Children are confident in the use of the touch screen computer and persist for long periods at this activity, as well as junk modelling and making patterns with the colour pegs. They use good hand-eye coordination as they cut their fruit and pour drinks at snack time. Children use their imagination to create an interesting space rocket from junk materials, which they explain is going to the moon. They play cooperatively together at activities, such as sand and water, and are establishing effective relationships with each other.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a positive attitude to others through the provision of a suitable range of resources, which includes displays, dolls, books, jigsaws, small world and dressing up clothes. Activities which enable the children to develop an understanding of other cultures and their own community are included in the planning. Detailed questionnaires are being introduced to establish the children's individual needs, which is reinforced by discussion with parents. There are suitable systems in place to support children with learning difficulties or disabilities. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is generally good. They respond to the clear and consistent explanations from staff, which help children understand the behaviour codes of the nursery. Although there is a detailed behaviour policy, there is no system in place to record any behavioural incidents. Staff have realistic expectations of younger children which is helping them to understand the boundaries of behaviour within the setting. Younger children are developing self assurance from close and effective relationships with staff.

Children's ongoing needs are met as information is shared with parents on a daily basis through diaries and verbally through the key workers. Parents have the opportunity to join a book club where books and resources can be borrowed to extend their play and learning within the home.

Partnership with parents and carers is good. Parents are actively welcomed into the nursery and receive detailed information about the nursery through a comprehensive prospectus. Information about the setting is included on the nursery's website and parents receive regular updates through letters and newsletters throughout the year. The entrance area has clear notice boards giving information about the key workers and the details of the planned activities. Parents can also access the nursery's operational files, which include information on the running of the nursery. The provider takes positive steps to keep the parents informed about all the relevant policies and procedures. Parents have opportunities to be involved in their children's learning through the activities at home sheet, which includes the songs and activities their

children are involved in at nursery. Information about the children's achievements is shared with parents at an annual parents evening and annual written reports.

Organisation

The organisation is satisfactory.

Most of the required documentation which contributes to the children's health, safety and well-being is in place. Detailed operational files reflect the organisation of the nursery and include a wide range of policies and procedures which are reflected in daily practice. The provider ensures that each area within nursery has copies of the policies and procedures and other relevant documents. Effective employment and recruitment procedures are in place to determine the suitability of staff members, to safeguard the children attending the nursery. However, there is no named deputy manager in post at present, although, the provider is actively assessing her senior staff with a view to an imminent appointment. Regular appraisals are used to identify the staff's future training needs. Space within the nursery is effectively organised and creatively arranged to enhance the play and learning for children.

Leadership and management is satisfactory. The provider has a clear vision of what the nursery needs to deliver to children, however, the staff team responsible for the education programme have only recently been appointed and they are working towards establishing an effective staff team. Staff meetings have not yet been established to maintain the consistency in improving outcomes for children. The overall nursery is monitored by questionnaires to parents and through observations on staff completed by the provider. There is a system to evaluate the focussed activities, however, the overall planned programme of activities is not evaluated to ensure all areas of learning are included, particularly creativity. The nursery liaise closely with advisors from the local authority to improve the quality of education for the children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection of care and nursery education, the nursery was given two recommendations in relation to the maintenance of staff qualifications within the nursery and activities available within the toddler room. There were three key issues raised in relation to the staff's understanding of the Foundation Stage, opportunities for children to practise simple calculation and equipment for children to climb, swing and slide. The nursery was asked to improve their systems for monitoring and evaluating the quality of teaching.

Over half the staff team hold appropriate early years qualifications which promotes the welfare and development of the children. The nursery plans and provides activities for the toddlers which effectively promote their learning and development.

There has been recent changes in the staff team delivering the education programme and they have a sufficient knowledge of the Foundation Stage to support children's learning. Staff within the setting offer some opportunities for the children to practise simple calculation and the nursery has obtained equipment to enable children to climb, swing and slide. There are systems

in place to evaluate the focussed activities, however, the overall planned programme of activities is not evaluated to ensure all areas of learning for children are implemented.

Complaints since the last inspection

Since last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure there is a system in place to record any incidents related to children's behaviour
- ensure there is a named deputy in place who is able to take charge in the absence of the manager.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review teaching methods to help children stay focussed by ensuring the general routine does not impact on the children's learning
- continue to develop children's assessments to establish their starting points and use information about individual children's needs to directly inform planning
- continue to enable the staff team to gain confidence in supporting and implementing the learning programme and improve the evaluation of the overall planned programme of activities to support all areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk