



Wally's Day Nursery and After School Club

Inspection report for early years provision

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| Unique Reference Number | EY297019 |
| Inspection date | 21 December 2006 |
| Inspector | Paul Martin Kitchen |
| Setting Address | Wally's Soft Play Centre, 60 Shails Lane, Trowbridge, Wiltshire, BA14 8LN |
| Telephone number | 01225 776799 |
| E-mail | |
| Registered person | Elaine Arrundale |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

Wally's Day Nursery, Pre-School and After School Club opened in 2004. It operates from three rooms in a purpose-built building in the centre of Trowbridge, Wiltshire. A maximum of 45 children may attend the centre at any one time. The provision is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to a secure, enclosed out-door play area.

There are currently 50 children aged from three months to eight years on roll. Of these, 10 receive funding for early education. Children come from a wide catchment area, including the town of Trowbridge. The provision currently supports a number of children with learning disabilities/difficulties and children who speak English as an additional language.

The provider employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to develop a good understanding of healthy practices. This includes the importance of personal hygiene such as washing their hands before eating and after using the toilet. Children are effectively looked after if they become ill and are protected through staff's sound knowledge of first aid, and the procedures to follow in the event of an accident. Written parental consents are obtained before medication is administered. Staff record medication given but do not ask parents to countersign the record. The consequences are that parents are not always aware of the medication given to their children. Staff follow detailed hygiene procedures and have effective systems in place to ensure food is stored and prepared safely, such as the cleaning of food preparation surfaces prior to use.

Children's individual dietary needs are well met as they are offered a healthy snack at each session. They enjoy fruit, biscuits and fruit juice or water to drink. At mid-day children benefit from a home-cooked meal such as pasta, and dessert rice to follow. Older children, throughout the day, have independent access to fresh drinking water from a water cooler. Younger children, in other parts of the nursery, do not have this opportunity and have to ask for a drink, or have it provided. The result is that this will have an adverse effect on their health.

The session is well organised each day to ensure there is a regular opportunity for children's physical development, either inside or outside the premises. Children have a good awareness of space. They move around confidently, with control and in a variety of ways, including running, jumping and balancing. They competently use a wide range of small and large equipment, for example scissors, paint brushes, bikes and scooters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, well-maintained environment which is effectively organised to enable them to move around safely. Rooms are child-friendly with toys located at child height and walls decorated with posters and children's art work. Staff manage the space and resources well and all areas are suitable.

Children benefit from a good range of toys and equipment to enable them to eat, play and sleep. A balanced range of materials promotes children's learning. This includes arts and craft which promote creativity, and dressing up clothes, which help with social skills.

Staff keep a record of visitors, so they are aware of the adults who are on the premises. This ensures children remain safe. They are vigilant about children's safety when they are playing and check for hazards at all times, such as the security of doors and fire exits. Staff check

equipment daily, discarding broken toys to prevent accidents. They cover electrical sockets and keep dangerous substances out of children's reach.

Staff protect children's welfare by their skilled knowledge and understanding of child protection procedures. Staff are aware of the indicators of abuse and neglect and ensure children remain safe from harm. Parents are aware that staff have a duty to refer child protection concerns and work in partnership with parents to provide the help and support that may be required.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is well promoted through a variety of opportunities. They move around freely, accessing toys and play equipment, and learn to be independent with their own hygiene. Children are fully involved in a wide range of enjoyable activities. These develop their mathematical thinking, imagination, language and creative development, for example messy play, role play, construction, singing, dance, arts and crafts. The small, intimate nursery enables children to develop social skills and make good relationships with the staff and each other. Babies who are mobile access toys placed at their level. Staff are closely at hand, sitting on the floor, where they support and encourage. The young children at pre-school have the opportunity to choose from a selection of building bricks made from different materials, books and dressing up clothes. They discover a range of tactile experiences as they experiment with messy play such as shaving cream or melted chocolate. Children are introduced to seasonal activities such as nature walks in the local park, and collecting leaves for decoration. The after-school children benefit from a range of activities that are in keeping with their age and development. They play skilfully with the computer games and table top games. Arts and crafts are popular, particularly the making of cards and seasonal decorations. All children enjoy music, dance and singing. Children benefit from individual care and attention in the setting. They are listened to and valued as individuals, thus increasing their confidence to learn new skills. Children appear relaxed and comfortable and have a sense of belonging in the setting.

Nursery Education.

The quality of the teaching and learning is good. Staff have attended training on the Foundation Stage and competently put this into practice. They show good knowledge of the Foundation Stage and provide a wide range of activities and experiences to cover all areas of children's learning. Children make good progress through the stepping stones, towards the early learning goals. Planning is flexible, clear and covers all areas of children's learning in the curriculum. Detailed planning for focussed activities ensures clear learning intentions are identified for children. Observation and assessment are used by staff as a means to identify children's progress and achievements. Assessment records for each child clearly show children's approach to learning and their achievements, including the next steps in their learning. The room is well organised and resources are attractively set out to stimulate children's interest in learning. Staff use open questions to effectively promote children's thinking, and resources are generally well used.

Children are keen to share experiences with staff and other children. They communicate confidently and clearly, talking through activities and reflecting on what is happening. They enjoy books, accessing them independently and listening attentively to stories in small groups.

Children hold a pencil correctly and some are able to name their own work. Children count to five and beyond and recognise numbers accurately. They develop their calculation skills through a variety of activities including singing, baking and group times. They successfully recognise shape and texture through challenging puzzles. Children show curiosity and interest when exploring their environment. They correctly describe the weather and season when asked in a small group. Staff celebrate birthdays for children, counting candles and help them learn about fire, candles and the dangers of burning. Children do not have opportunities to develop their skills in computers. Regular use would promote familiarity and encourage experimentation with the keyboard and mouse control. Children demonstrate good control of tools as they cut, shape, dig and paint. They explore colour when painting and can name primary colours. Children explore texture and the mixing of paint and glue when making snow for the log cabin.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals as they are listened to with care and attention. There are effective arrangements in place to care for children with learning disabilities/difficulties and all children's needs are met. Children develop a positive attitude to others and a good understanding about the wider world and community. They have opportunities to celebrate festivals, try food and use a good range of resources which show positive images of culture, ethnicity, gender and disability.

Children behave well. They are given a lot of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They begin to understand right from wrong through consistent boundaries and age-appropriate methods used by staff to manage behaviour, including explanation, distraction and 'time out'.

Parents are warmly welcomed into the nursery as they take and collect their children. Children benefit from effective information-sharing between staff and parents through newsletters, daily chats and detailed notice boards. Staff are seen as kind and helpful and always available to discuss a child's needs. Parents are well aware of the complaints policy and procedure.

Spiritual, moral, social and cultural development is fostered. Children play harmoniously alongside each other in the home corner, where they take turns. They are kind to each other, are supportive and well-mannered. Staff encourage children to take a pride in their work and as a result they are more confident. Children willingly tidy away after play and are well controlled.

Partnership with parents is good. Extensive information on the Foundation Stage curriculum is available for parents and this helps them to be involved in children's learning. Parents are well-informed about their child's progress and achievements through regular meetings with staff and written reports. Parents are able to extend their child's learning through reading stories, discussion about the current theme and sharing of their child's art work.

Organisation

The organisation is good.

The staff group are suitable and experienced in child care, enabling them to provide consistent care as required. Sufficient staff hold qualifications in early childhood studies. Children are cared for in a well-organised environment. Children's welfare is paramount and staff have put into place effective procedures to protect children from adults who are not vetted. Children benefit from well deployed staff, who consistently interact with them and give effective support and encouragement. This helps them feel secure and confident. Children are kept safe and healthy as staff attend and update training, including first aid. All records are stored confidentially and available for inspection. Records are shared with parents at appropriate times to keep them well-informed about their child's progress.

Leadership and management are good. Staff have attended Foundation Stage training and are involved in planning for the curriculum, to help children develop in all areas. Strengths and weaknesses are identified by staff, which are shared throughout the working day, although no formal team meetings are held at present. Assessment records are always updated by key workers who monitor children's achievements and development. The manager and staff are committed to ongoing improvement and development for the care and education of all the children. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to review and update the policy and procedures for the out of school provision and ensure parents are aware of the policy and procedure with regards to the administration of medication. A new procedural document for the out of school provision has now been produced for parents. This policy and procedure and the policy and procedure for the nursery contains up to date information for parents with regards to the administration of medication.

Complaints since the last inspection

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.

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

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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 children can independently access fresh drinking water
- ensure parents sign the medication records to acknowledge an entry

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):

- develop computer activities for pre-school children

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