

Wishing Well Nursery

Inspection report for early years provision

Unique Reference Number	257854
Inspection date	12 September 2007
Inspector	Janette Elizabeth Owen
Setting Address	76 Droitwich Road, Worcester, Worcestershire, WR3 7HT
Telephone number	01905 613401
E-mail	
Registered person	Wishing Well Nurseries Limited
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?

Wishing Well Nursery is one of four nurseries run by Wishing Well Nurseries Ltd. It opened in 2001 and operates from six rooms in a converted two-storey building situated in Worcester City. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 throughout the year. Children have access to a secure outside play area.

There are currently 54 children aged from birth to under five years on roll. Of these 21 children receive funding for early education. There are a further 21 children from four years to under eight years on roll who attend before school. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 13 staff plus a cook and a driver. Of these, eight staff hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because there are generally good procedures in place to help children learn about personal hygiene through daily routines such as toileting and hand washing. However, procedures for ensuring that the babies have clean hands before eating their snacks are not consistently followed. This means that their health is potentially compromised. The areas used by children are maintained in a satisfactory condition and appropriate measures are taken to ensure toys and equipment are clean and hygienic. This reduces any risk of cross-infection to children. Staff follow appropriate accident and medication procedures to ensure the safety and welfare of the children. First aid trained staff are available each session which enables them to deal with accidents effectively. Appropriate documentation is kept and shared with parents to ensure they are kept informed of any accident their child may have. This means children are well cared for in the event of an accident.

Children's dietary needs are met well and their good health is promoted through a healthy diet and regular access to exercise. They are well nourished and have good opportunities to learn about healthy eating because they are provided with regular drinks and snacks that are nutritious and comply with their dietary and religious needs. A freshly cooked meal is provided for the younger children in the nursery while the preschool children learn to manage their own lunch boxes in preparation for attending school. Children are able to develop their independence and self-care skills as they help pour their own drinks at snack time and use appropriately sized cutlery to eat their food. The staff help children to learn about healthy living through a good range of activities that develops the children's understanding of what foods are good for them such as cookery activities and tasting different fruits at snack time. Babies' feeds are prepared according to parents' wishes and a record of babies' food intake is provided for parents in a daily diary. This ensures babies' needs are fully met in partnership with parents.

Physical development is promoted very well; children have very good opportunities to be involved in physical activities. For example, children are able to participate in swimming and organised physical exercise sessions which enable them to be active and develop their physical skills. All children have access to regular outside play where they can run around or use physical play equipment to learn to climb, balance and move with confidence. Babies are growing and developing. They are becoming increasingly independent as they begin to hold their own bottles and to feed themselves. Children's individual routines are respected in relation to rest and sleep and they receive a good level of emotional support from the caring and supportive staff. This enables them to settle and be emotionally secure.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in premises that are suitable for their purpose because the setting ensures that the environment gives children good access to a sound range of facilities that successfully promotes their development. Resources are organised well and help create a stimulating environment. Children are developing their independence as they make choices about what they play with from the varied range available. The environment is made bright and welcoming with displays of children work and posters. Children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are of good quality and varied; they are age-appropriate and enjoyed by the

children. There are good arrangements in place for checking the cleanliness and safety of the toys and equipment used by the children. This protects children from harm and helps them play safely.

Children's safety is given a high priority; there are very good procedures in place to ensure that hazards are identified. Risk assessments are used effectively to identify any potential hazards and to inform staff of what to be aware of when using activities and outings. There are good systems in place for ensuring children are safe on the premises, for example, arrival and collection procedures are robust. Collection arrangements are agreed with parents and there are good procedures in place for checking the identity of any one collecting children. This ensures they are only allowed into the care of authorised persons. Children are well-supervised at all times and the adult to child ratio is maintained. Consequently, children are able to play safely. Children are developing an understanding about safety through activities and general routines. For example, they have learnt about road and fire safety through a combination of visitors to the setting and activities. This helps children take responsibility for keeping themselves safe. Children are encouraged to learn to play safely, for example, not to run inside and to be careful when putting toys away after activities. They are learning safe behaviour.

Children are well protected by staff that are vetted and have a sound understanding of their role in child protection and are able to put appropriate procedures into practice. They follow child protection procedures in line with Local Safeguarding Children Board guidelines in order to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

All children benefit from a welcoming, stimulating and interesting environment in which they are happy, content and secure. Children are able to make good developmental progress as they progress through the nursery. This is because they receive a good level of support from staff who demonstrate a caring attitude towards the children. They have a good understanding of the needs of the children in their care. Most children are very familiar with the nursery and the daily routines because they have begun the nursery as babies. This helps them to develop their independence and confidence. Children move through the nursery when they are developmentally ready and not when expedient for the nursery. This ensures their individual needs are taken into consideration at all times.

All children have access to a wide range of activities throughout the nursery. They are busily occupied with favourite activities including role play, painting, water and sand play. Children benefit from outside visitors such as fire officers, police, a dentist and parents who provide opportunities for music activities. They are becoming competent learners as they acquire new skills and understanding. The babies are beginning to make sense of their environment as they play with colourful toys and activities which are stimulating and age-appropriate. They are able to explore and investigate using all their senses as they use interactive toys which make sounds or have different textures to touch. Children are forming positive relationships with staff and other children and are developing their independence and confidence well.

The staff group are qualified and knowledgeable and use their understanding of early years guidance such as 'Birth to three matters' and the Curriculum guidance for the foundation stage, to provide good quality care and education. Children have their individual care needs met appropriately because staff know the children well and work closely with parents to ensure children's daily routines are followed. There are good arrangements in place for sharing

information with parents through use of a daily diary and regular opportunities for parents to talk with staff. The good level of care children receive helps them to feel emotionally secure and develop a bond with their carers.

Nursery Education.

The quality of teaching and learning is good. Staff have the necessary training and experience to deliver a broad curriculum to the children. Children are making good developmental progress overall. Planning shows that the six areas of learning are covered each day with a different focus throughout the week. This means that children attending on different days have a balanced range of activities and learning opportunities while children attending full-time benefit from the varied range of activities. Teaching methods are generally good and a balance of free play and structured activities are provided enabling children to develop their independence and choice as they select their own activities and use their imagination during free play. However, staff do not always provide sufficient challenges for older or more able children taking into account children's different attainments and expectations for each child to progress further.

Children are able to acquire new skills as they participate in meaningful and practical activities which help them learn by experimenting with and exploring new ideas. Children learn mathematical concepts using practical activities to compare, sort and count objects. They are learning to recognise numbers, simple shapes and colours using activities such as table games. They are making satisfactory progress in understanding mathematical concepts. Children's language and literacy skills are developing well. Children use practical activities such as mark making using sand, gloop and paint brushes and water to begin to make marks in different ways. They progress to using paper and pencils and eventually are able to form recognisable letters to label their own work with their names.

Staff generally interact well in children's play, providing guidance and making effective use of questions to help children develop good communication skills and to think and demonstrate what they know. The enthusiastic interaction of the room supervisor excites and motivates the children; she captures their interest well promoting learning. Children are confident in asking for help when needed and in sharing information and talking about their own experiences. For example, a small group of children playing in the sand asked for water to be added to enable them to make sand castles. They carefully carried buckets of water to the sand tray and mixed it well to enable them to build and make models. Conversation flowed as the children talked about what they were going to do and shared their own experiences of when they had made sand castles on holiday. Children were asked questions which effectively encouraged their conversation and use of language. Stories and songs are used well to capture children's interest and encourage the enjoyment of books and songs. Children are becoming increasingly confident and self-assured as they stand up to sing a favourite song to the rest of the group.

Staff value children's achievements and give constructive praise for the work they have done and for good behaviour. This adds to children's sense of achievement and promotes their confidence and self-esteem. There is a good relationship between children and staff who have realistic expectations for behaviour and use effective methods to encourage good behaviour. For example children are given a reminder when an activity is about to end allowing them to finish what they are doing. They are encouraged to help with routine tasks such as tidying away activities. This helps children to begin to understand the need for self-discipline and consideration for others. Children's personal, social and emotional development is well supported. They are making friendships with other children and enjoy playing games together such as using the role play area to act out their experiences. Their independence is promoted well

because they have ample opportunities to manage their own self-care skills such as pouring their own drinks at snack time, getting ready to go outside to play and putting their coats on and off.

Good quality resources are used effectively to support children's learning. The environment is generally well organised providing adequate space for children to move around indoors and good use is made of the outside play area, enabling children to engage in many activities outdoors. Children are developing their physical skills as they run around outside and use a varied range of physical play apparatus. They enjoy parachute games and show excitement as they play games such as cat and mouse. Staff are actively involved in children's physical play joining in with ball games and imaginary games using the climbing apparatus as a house for the 'Three little pigs' to hide in. However, children's awareness of health and bodily awareness is not fully raised because staff miss opportunities to talk to the children about the effect exercise has on their bodies. For example, why they get hot running around. Many activities take place outside. The children are able to explore and investigate the outdoor environment using their natural curiosity. They use magnifying glasses to look for bug and insects in the garden and observe and note the weather each day. Children are involved in topics about the world in which they live such as learning about other cultures as they celebrate event such as Divali, Chinese New Year and Nativity. They join in with community events and visitors to the setting enable children to learn about the jobs people do such as fire officer, police and dentist. Consequently, children are developing a sound understanding of the world around them.

Children are able to develop their creative skills using a range of different media and materials. They use paints and chalks to make pictures and patterns. Children were provided with mirrors so they could look and draw a picture of themselves. Children chose the correct colours for their hair and eyes and showed increasing levels of control using pencils to draw the shape of their faces. They use various construction materials to build and design models and structures. For example, modelling using play dough or constructing shapes with straws. This helps children to develop their small muscle control and dexterity as they manipulate tools and equipment.

Assessments and observations are carried out regularly to identify the progress children are making towards the early learning goals and this information is used to inform the next stage of children's learning. An initial assessment enables staff to plan the curriculum to meet the children's needs and ongoing assessments ensure that progress is being made.

Helping children make a positive contribution

The provision is good.

Children's understanding of diversity and the world around them is promoted well through discussion, theme work and age-appropriate activities. All children are able to develop an awareness of the wider world around them as they access resources and activities that encourage a positive attitude and non-stereotypical view of society. They are involved in their local community and visits from people who work and live in the community enable children to learn about the world they live in. Children's individual needs are fully discussed with parents to ensure their individual needs are respected. Independence is encouraged and supported very well. Children are developing their confidence and independence as they follow basic self-care routines themselves, for example, as they get older using the toilet independently and preparing themselves to go outside or to get themselves ready for swimming activities.

Children are well behaved; they are polite and show a good level of care and consideration towards each other. They are beginning to understand responsible behaviour because staff

explain the codes of behaviour and have reasonable expectations for good behaviour. Staff use age-appropriate strategies to manage children behaviour. For example, babies are distracted with toys or activities while older children have the consequence of their actions explained; that throwing toys into the toy box may hurt another child. Children are learning to play together and share activities or equipment. The children are developing a positive attitude towards others because staff are good role models who use positive praise and encouragement effectively to promote children's understanding of good behaviour. This helps feel secure knowing what they can and cannot do. Children's spiritual, moral, social and cultural development is fostered.

Staff have a good understanding of each child's needs and that some children may require additional support, including those for whom English is an additional language. Children with learning difficulties or disabilities receive a good level of support because there are effective systems in place which enable staff to implement individual education plans for the children identified with specific learning needs. Staff work in partnership with parents and carers and other professionals involved in the children's care to ensure each child is able to make sound developmental progress.

The partnerships with parents and carers is good. There are good systems in place to enable a constructive two-way flow of information between parents and the nursery. Children's individual needs are met because parents provide information on their child's needs and preferences. For example, any specific dietary or medical needs, contact details and collection arrangements. This means children are protected. Parents are provided with information on their child's daily routine and development through informal chats with staff who are friendly and approachable and written information provided in daily diaries. More detailed information on the curriculum is provided through parents' evenings and a news letter keeps parents up to date on general information. Parents' views on the provision are sought through a questionnaire which are carried out regularly. This means that staff are able to meet children's personal, social and emotional needs; resulting is well settled happy children. Parents are able to access details of written policies and procedure used within the nursery. However, the complaints policy and log book needs to be reviewed to ensure that confidentiality is maintained. Parents are encouraged to become involved in their child's learning through being informed of themed activities or sharing any skills they may have.

Organisation

The organisation is good.

The nursery is very well-organised and managed efficiently. A high percentage of staff are suitably qualified and experienced, this means that they are able to meet the needs of the children attending the nursery. Staff are effectively deployed and work well together as a team. Key staff have specific roles and responsibilities and staff are able to work in different areas of the nursery developing their knowledge and understanding of the needs of different ages of children. Children benefit from the good organisation which enables them to be well cared for and grouped appropriately for activities. The staff are very well supported by senior managers who ensure the whole nursery is able to operate smoothly. Opportunities for staff to access training are good. This broadens children's experience and increases staff knowledge of childcare issues which contributes to the quality of care provided. All documents required for the safe and efficient management of the provision are in place. Staff have access to comprehensive information in the form of written policies and procedures which enables them to ensure the safety and welfare of the children.

The leadership and management is good. The registered person is very supportive of the staff, valuing their commitment to the children. The registered person is responsible for managing four nurseries and is able to delegate the day to day organisation of the nursery to a manager. They are responsible for ensuring that the recruitment procedures are effective and that appropriate checks are carried out on persons associated with the provision. This ensures children are cared for by appropriate persons and helps protect children. The registered person has a clear vision for the setting is committed to providing good quality care and education for the children. There are systems in place for monitoring the quality of the provision through staff appraisals and regular staff meetings. Issues raised at the previous inspection have been fully addressed.

Overall, 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: develop opportunities for younger children to access activities suitable to their individual learning needs and opportunities for all children to access free painting and meet any recommendations made by the Fire Safety Officer (in this case regarding number and location of smoke alarms on the ground floor). Children's individual learning needs are met because they are provided with a good range of developmentally appropriate activities which are used effectively to support their learning and development. Staff make effective use of the 'Birth to three matters' framework to ensure activities are suitable for the younger children. Opportunities for children to access free painting are provided regularly. Children are able to use a range of different media and art materials to create individual pieces of work. This gives children a broad range of creative activities to choose from. Advice from the Fire safety Officer has been sought to ensure children's safety. No recommendations have been made in relation to fitting smoke alarms on the ground floor.

Complaints since the last inspection

Since the 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.

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 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):

- minimise any risk to children's health by ensuring good hygiene procedures in relation to hand washing are followed
- review and improve complaints procedures to ensure confidentiality is maintained.

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):

- ensure sufficient challenges are provided for older and more able children taking into account children's different attainments and expectations for each child to progress further
- make effective use of opportunities to introduce children to self and bodily awareness.

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