

Wishing Well Daycare LTD

Inspection report for early years provision

Unique Reference Number	EY218212
Inspection date	06 November 2007
Inspector	Margaret Bryant
Setting Address	25a Endyke Lane, Cottingham, North Humberside, HU16 4QD
Telephone number	01482 849911
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Registered person	Wishing Well Day Care
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 good.

WHAT SORT OF SETTING IS IT?

Wishing Well nursery was registered in January 2003. It is based in Cottingham, a village in the East Riding area of Yorkshire, some six miles from the centre of Hull. The nursery is open from Monday to Friday from 07.00 to 18.00 all year round except for bank holidays and over the Christmas and New Year period. It is registered to care for a total of 48 children under five years. Currently there are 69 children on roll and 24 of these are in receipt of nursery education funding. The nursery also care for children with additional needs, learning difficulties and those who speak English as a secondary language.

Children are cared for in rooms according to their ages. Each room is self-contained and each has direct access to an enclosed outdoor area. Children are cared for by a staff group of 13 plus the manager and proprietor. All, bar one of these, hold a childcare qualification and those without are currently working towards achieving qualified status. The nursery employ ancillary staff including a cook and a cleaner.

The nursery is privately owned. They have built good links with local schools in the area and receive support from the early years and support teachers. They are members of the National Day Nurseries Association and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The health and well-being of all children in the nursery is protected well. The premises, toys and resources children use are all very clean and the bedding used by individual children is laundered after use. Staff help children understand about the importance of taking care of their own personal hygiene through the daily routines in place. Toddlers are prompted by staff, whilst pre-school children know and independently wash their hands after visiting the toilet. They know why they need to do this because germs not washed off may make them ill. They also wash hands before they eat. Paper towels and hot air dryers are in place which help prevent the risk of cross-contamination. There is a communal towel in use which is regularly laundered. This is in place for some young children who do not like the noise of the dryer and do not use paper towels. Staff caring for babies operate safe and hygienic practices which protect their health. They wear gloves and aprons when changing their nappies.

Staff caring for babies understand when they need to rest and sleep. They make sure their comfort is paramount, not only in terms of where they sleep but also changing their nappies as necessary. They provide opportunities for babies and toddlers to develop and acquire physical skills. The careful placing of different sized furniture and equipment helps provide support for them as they learn to stand and make their first steps. Older, mobile children show real excitement as they put on their coats and hats to go outside. They run around and eagerly explore the climbing frames which provide challenge and develop their physical capabilities. Pre-school children know about why it is important for them to keep fit and have regular exercise. They move freely and spontaneously with confidence. Pre-school children have weekly physical education sessions. They judge their body space quite well as they jump and stretch their arms out wide. They also learn to peddle their bikes and learn to throw and catch quite well. Babies benefit from fresh air as they are taken outdoors on local walks in their prams.

There are clear policies and procedures in relation to health and these are shared with parents, particularly about arrangements for illness. Parents also know about medication procedures and any accidents to their children are shared with them when they collect them. This ensures they are aware of the care their children receive to protect their overall health and well-being. Children are cared for by staff who attend first aid training as well as food hygiene as mandatory. This means that food which is served to children is healthy, nutritious and properly prepared in line with individual dietary requirements. Food prepared for babies takes into account parents' wishes and suitable sterilisation is carried out on their feeding equipment and dummies. Children's dietary intake is recorded for parents and this includes drinks which are freely available for all children to help themselves. The youngest of children are offered drinks at regular intervals. Staff hold babies whilst they feed them and this helps them feel secure and protected.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is very well protected. The premises have closed circuit television both indoors and outdoors as well as security lighting. Entry into the nursery is by a password through

intercom entry system into the main reception hall. Children and their parents receive a very warm and friendly welcome from staff. This helps all children develop a sense of belonging and separate from their carers with confidence. Children are happy and secure being cared for in rooms which are warm and have plenty of space for freedom of movement. Staff who care for babies and toddlers know there needs to be a balance between freedom and safe limits. For example, they know very well that children who are beginning to walk have no real sense of danger as they reach out and focus on what they want. Staff, therefore, support their choices and adapt the environment accordingly to keep them safe.

Comfortable, child-sized settees enable children to sit together and form friendships with one another. Children seek out others to share experiences with and make attachments to others. All children take part in fire drills. Explanation is given to them, at their level of understanding about the dangers of fire and they are helped to understand about how to keep safe in the event of an emergency situation. Pre-school children discuss road safety including the sequence of traffic lights. Staff really help children learn and remember these as they combine this learning as part of an organised session involving exercise. For example, staff hold up the colour which children recognise. Children then move in accordance with the colours they are shown. For example, they move as the green is shown, get ready to stop and move again with amber and stop when they see the colour red.

Procedures in place help safeguard children as staff all show they are familiar with these. Children are supervised very well and all resources with which they play are safe and well maintained. Staff undertake child protection training as mandatory. This is ongoing which ensures staff keep up to date with policy change to safeguard children. Parents receive information about the nursery's safeguarding policy and this helps them know staff's responsibility to keeping their children safe. Staff show they are confident to put procedure into practice when necessary to safeguard children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children in the nursery receive excellent care. Staff are extremely attentive to children, listen carefully to them as they speak and are really interested in what they have to say. This helps them all feel very important and develops their self-esteem and confidence. Children play very happily together as well as being equally happy to play on their own. Babies who cannot communicate through talk are very happy and contented. This is because staff respond very well to the different messages they attempt to convey, as they gurgle and squeal in their own language. Staff show they understand and respond through physical contact, encouraging of playfulness. They also talk to them continually about what is happening around them. This makes children feel included. Staff carefully plan the timetable for children under three years with regard to the 'Birth to three matters' framework. They record children's individual development and achievements and then use this information to plan for their individual next steps in learning.

All children really enjoy the many and varied opportunities throughout the nursery. Staff help all children from babies to pre-school children to understand about colours, numbers and shapes as they play. This is done in a purposeful way through everyday conversation and with all children including the very young. All children enjoy being involved in creative play and are really encouraged to use their imaginations in different ways. For example, young toddlers show real excitement as they see staff getting the play dough table ready. They squeal loudly with delight as they toddle to the table and soon busily occupy themselves with rolling the

dough, using cutters to make shapes of different animals. Older children aged two to three years play very well together as they play and dress up in different costumes. They have really good fun and laugh together loudly as they use their outfits to hide beneath and play at peek-a-boo with staff. Pre-school children really enjoy painting and carefully carry their wet pictures with pride and place them on the unit to dry.

All children enjoy music. The youngest of children who are not yet mobile react with great excitement when music is played and sway their bodies to and fro to the music. They recognise the familiar songs and use actions. They particularly recognise the familiar parts when they need to clap their hands, which they do with great enthusiasm. Older toddlers and pre-school children sing songs and are encouraged to develop their confidence and sing alone in front of others. Children throughout the nursery are helped throughout their play to develop socially, play nicely and as a result, form very good friendships with one another. Staff help children to show respect for one another's feelings and be kind also to one another. Staff are excellent role models for children. They lead by example in how to get along together, are polite to one another and are extremely confident and self-assured. This behaviour is echoed by children who are extremely settled and happy in the nursery.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. This is because all staff work together to provide a well planned and widely resourced curriculum which covers all six areas of learning. Staff are all familiar with the curriculum guidance to the Foundation Stage and as children progress from one stepping stone to another their learning becomes consolidated. Staff use written observations to plan and help individual children progress further. They clearly know all children well and demonstrate a secure understanding about where individual children are at in their learning. However, children's achievement records do not clearly show some progression. This is because staff only collate and record against the stepping stones on children's records, once a term.

Staff also use the 'High Scope' approach to support pre-school children's learning. This is based on a shared approach to learning where staff consult children about what they like to do. They then help them to pursue their own interests and ideas and learn from these. This method also helps children develop trust and learn to care for others. They become confident and self-assured as staff value what they have to say, which raises their self-esteem. They think about and solve problems for themselves and their learning is recorded in individual books and cross-referenced into their achievement folders.

Children are encouraged by staff to show an interest in the world around them. They learn about animals and insects and about the different climates which contribute to the seasons they celebrate. They learn about how the trees change, some of which lose their leaves and which children help sweep from their outdoor area, as well as collecting some to make collages in the Autumn. They plant seeds which they help nurture and grow into sunflowers in the summer. They also learn about how to take care for themselves in the hot weather and protect themselves from the sun's harmful rays. Children are encouraged to ask questions and some children speak with real confidence. They play well alongside other children and use their skills of design as they fit together different shaped bricks to construct large towers. Children are helped to remember and discuss significant things and begin to develop a sense of time. For example, they talk about things they did yesterday, talk about what they will do tomorrow and recite the days of the week in order.

Children listen well to staff in group sessions as they are introduced to letters through use of phonics. Staff help children begin to recognise letters as they look at them individually and begin to distinguish between one sound and another. They help them make associations and help them to think about, remember and reflect on other words which begin with the same letter. Children enjoy these group sessions and show interest in the conversation, particularly when they listen to stories and reflect on what the story was about. Children show an interest in books as they sit and read to one another. They imitate staff as they read to their friends, showing them the illustrations as they read as well as pointing to the text. There is lots of opportunity for children to write, both indoors and outdoors with clipboards placed in different areas with pens attached.

Children really enjoy drawing their pictures on blackboards of different shapes. They explore colour as they use different coloured chalks to make marks on these and use paints on paper and mix together colours. Staff encourage children to write their names and both indoors and outdoors there are some displays of letters and numbers. Children are helped to develop interest and knowledge of numbers as they play. For example, an organised game of hopscotch helps children to recognise what numbers look like. It also helps children to count in order, which they do with staff as they jump onto the squares until they reach the number on which their counter lands. This game also encourages children to be respectful of one another and wait patiently until it is their turn.

Helping children make a positive contribution

The provision is outstanding.

Staff show an excellent understanding of all children's individual needs and know them well. This is because they take time to understand about any dietary, medical or developmental need and in the case of young babies their routines. This ensures all children really develop a sense of belonging and feel included. Staff recognise that babies and toddlers need to feel included and ensure they receive their full attention, communicating with them through maintaining eye contact. Staff ensure those children who have additional needs and learning difficulties also feel truly valued. They work with other agencies to fully understand and help with their specific needs. Staff learn some simple sign language which helps ensure also that children feel valued and know staff really care about them and understand them.

Staff show children they value linguistic diversity as they care for those who speak English as a secondary language. The environment is free from discrimination and there are resources that positively reflect diversity. Any adaptations are happily made by staff to activities they pursue in order to make sure all children feel included. Staff also help children understand about the different people in the world, their different ways of life and the foods they eat. They also help children to realise that there are people who are less fortunate but who lead full lives. For example, visitors attend nursery who are blind. They talk to children about their life and how they cope with their disability. Staff help children feel self-assured and valued as they show appreciation for their efforts and give them plenty of praise and encouragement in their play. They continually reward children in all they do through saying 'well done' to them constantly and thank them for being helpful and kind to one another. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. The nursery have established excellent relationships with them and work extremely hard to make sure parents feel totally included in all aspects of nursery life. Parents are not hurried as they arrive at the nursery and are welcome to stay and look at the wealth of information for them in the reception hall. This includes information about

celebrations their children take part in with many supporting photographs. They are very welcome to stay or visit at any time they wish. Some parents who wish to have their children's party at the nursery are very welcome to do so. They bring in their own party food, help staff serve this to children and join in party games which everyone enjoys.

All parents receive written information about the monthly topic as well as newsletters. They also receive a useful information pack with policies and procedures in and an annual questionnaire where they have the opportunity to comment about the nursery's operation. Those parents whose children receive nursery education are invited to explore the monthly topic with their children at home. Parents are also invited to see their children's achievement folders and the progress they are making towards the early learning goals. Staff organise sessions where parents are spoken to about the areas of learning and the early learning goals to help them understand what funding means in terms of their children's education.

Organisation

The organisation is good.

Staff recruitment procedures are robust. The proprietors and manager select suitably qualified and experienced personnel. Interviews and subsequent checking to determine suitability is rigorous. Written references are sought and a criminal records bureau check is carried out to ensure they are suitable to be in the close proximity of children, which safeguards children and keeps them safe. The manager recognises potential in staff. She expects a skilful workforce where staff attend certain training as mandatory, such as first aid, child protection and food hygiene. She also expects and staff enjoy attending further training in related subjects, which benefits all children from the knowledge and experience they gain from this training.

Organisation of the premises helps children feel secure. This is because they are cared for in rooms according to age. These are well equipped with a wide range of easily accessible, age-appropriate resources. Records as required by regulation are mainly of a satisfactory standard, organised well and kept securely locked away when not in use. This ensures confidentiality of the information is respected and helps protect children. However, when children attend other rooms to help integrate them, for short periods of time, registers do not always reflect this movement. Also on occasion staff do not record immediately some children's arrivals and departures.

Leadership and management are good. The manager is well supported by the proprietors, who totally trust her in her role of running the nursery on a daily basis. She is extremely professional which gives parents and carers total confidence in her. They are clear about what she expects in order to provide the best possible care for the children. She motivates staff very well in their work with children and is 'firm but fair' in her approach. She meets regularly with staff and oversees the planning they compile for those children who are in receipt of nursery education funding. She makes suggestions if she feels these are necessary, although generally trusts staff to do things right in the best interests of children. She knows that staff formally record children's individual achievements against the stepping stones, once a term. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the time of the last inspection there were two recommendations made. The nursery were asked to ensure the actual times and dosage of medication was recorded. This is now being done which helps protect children's health and well-being. In respect of nursery education of

pre-school children, they were asked to develop opportunities for children to practise, develop and manage their own personal hygiene skills. Children are encouraged throughout the day to be independent and to know the importance of why they need to manage their own personal hygiene well.

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):

- clearly record all children's attendance.

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):

- improve the regularity of recording of children's achievements through the stepping stones.

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