

# La Maternelle Wistaston

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY291818
<b>Inspection date</b>	24 July 2007
<b>Inspector</b>	Rachel Ruth Britten
<b>Setting Address</b>	Wistaston Westfield Infant School, Church Lane, Crewe, Cheshire, CW2 8EZ
<b>Telephone number</b>	07950 029283
<b>E-mail</b>	
<b>Registered person</b>	La Maternelle Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

La Maternelle Wistaston is one of a number of settings run by La Maternelle. It opened in 2004 and operates from a two roomed mobile building in the grounds of Westfield Infant School in Wistaston, Crewe. A maximum of 48 children may attend the setting at any one time. The pre-school nursery is open each weekday from 08.00 to 18.00. The out of school club is open each weekday from 08.00 to 09.00 and 15.00 to 18.00 during term time, and from 08.00 to 18.00 during school holidays. Pre-school sessional care is also offered from 09.00 to 11.30 and 12.30 to 15.00, term time only. All the children share access to secure enclosed outdoor play areas.

There are currently 102 children aged from two and a half to five years on roll. Of these, 75 children receive funding for early education. There are currently 141 children aged from three to eight years on roll in the out of school club. Children come mostly from the local catchment area. The setting supports children with disabilities and learning difficulties, but there are no children attending at present who speak English as an additional language.

The setting employs 18 staff. Of these, 12 hold appropriate early years qualifications and 15 are working towards an initial or further qualification. The nursery receives support from Sure Start Cheshire.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's health is significantly enhanced in the setting because practitioners give utmost priority to following health and hygiene procedures and teaching children about these. They talk to children about health throughout the activities of the day and put across healthy messages in a vibrant and relevant way. For example, when four-year-olds are taking the cuddly toy home for the night, staff ask if the children will lend him a toothbrush and they talk about this. As a result, children know, for example, about the importance of cleaning their teeth, washing their hands before meals, why the toys are washed and cleaned and why we need plenty of physical exercise, fresh air and healthy food.

Children participate eagerly in maintaining their day care setting, for example, helping to wash the dolls and clothes or sweeping up the spilt sand. They help to separate the compostable and recyclable rubbish and put this into the respective composter or bins outside so that they enjoy exceptional involvement in caring for the health of the wider environment too. Children have suitable footwear and clothing for all weathers and are outdoors as much as possible, undertaking all aspects of their learning and play in the fresh air. This promotes children's physical health and appreciation of nature and weather exceedingly well.

Consistently high priority is given to organising and maintaining high standards which secure children's health. For example, there are enough sun hats for all and every child's parents have given consent for them to have a brand of sun cream applied if they have not supplied an individual one from home. Innovative ideas enable staff to stay with children and be well equipped for keeping clean and germ free. For example, they have a snack basket for each small group, in which there is always paper towel and evaporating hand wash ready for use.

All children are enjoying an excellent menu of healthy meals in conjunction with the school, who provide the lunch time meal. The setting is committed to sugar free foods and provides healthy breakfasts of cereal, toast and fruit, and snacks and high teas containing plenty of fruit, bread, pasta and proteins, such as tuna and cheese. Water or milk is offered to drink and children are involved in setting out, serving and clearing up themselves, with minimal support.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in a vibrant, secure and safe environment with an inspiring and stimulating atmosphere. The setting uses notices and bolts to remind parents and carers to keep gates and doors locked or closed behind them as required. Staff always answer the door, check identification and vigilantly ensure that children are signed in and out by the correct parents or carer. The entrance to the setting is exceptionally welcoming. There are photos of all staff displayed and a slide show of up to date digital pictures showing children's activities, along with a wealth of attractive displays of relevant information about what children are presently doing.

Children of all ages enjoy a wealth of resources which provide a rich and varied play experience. Most of these are readily accessible in storage boxes which are labelled with pictures and words and are stored at child height. This enables children to choose many of their own play resources and help to set these up and put them away themselves. Play space is maximised through the provision of activities outside in the safe play and nature areas belonging to the setting. These are further supplemented for school age children with the 'pen' area, play grounds and playing fields which they can also safely use.

Children's safety is supported through excellent safety procedures and organisation. For example, all trips are risk assessed and a checklist of necessary provisions taken. A list with a written description of every child is also compiled and taken in case any child should go missing. Within the setting, most doors are kept open, with good use of safety gates to ensure that the vigilant staff know where children are at all times. They also organise visits from local police and fire services to support teaching children about fire, road safety and 'stranger danger'. All staff enable children to take responsibility for their own safety and take only suitable risks as they play and learn. As a result, accidents are few, even though children move around frequently, handle animals and natural objects, move about the local community on foot and use messy, water and electrical resources.

Children are protected from abuse because all staff have sufficient understanding of their role in child protection and many have received recent training. Staff know who to contact if they are concerned about a child and have up to date reference information about child protection and the Local Safeguarding Children Boards. The child protection policy is readily available to parents and staff in the office and in the entrance copy of the policies.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Pre-school and out of school children are developing excellent levels of confidence and self-esteem because dynamic staff talk and listen to them constantly and have high expectations of what they can achieve. Pre-school children separate easily from their carers, going straight to play and then coming to sit down when the jingle bells signify circle time. Group times are led exceedingly well, making use of props, books and 'persona dolls' so that children are enthusiastic to join in and are responding, learning and communicating. Meticulous and inspiring session activity planning is based innovatively upon children's own ideas which have arisen during the previous week. This provides children with immediate and relevant challenges as they enjoy a wealth of fun role plays, constructions, interactive stories and dramas, creative crafts and media to explore.

Children are extremely happy, settled and interested in what they are doing because staff are so committed, enthusiastic and work extremely well together as a team. Staff know the children very well and use individual, small and large group activity to provide inspiring learning experiences. For example, children in the breakfast club take part in a pinball competition and then play team games in the playground before school starts. After school, some of them play with the hamsters while others decorate football strip 't' shirt pictures or role play in the fire station. Pre-school children go on a number hunt in the woodland area, while others create and play with the butterfly kites they have made and decorated. Staff create a busy, purposeful atmosphere where every child is included and has free choices, so that all children have a superb play experience. Low priority is given to taking home something that looks clever. Instead there is continuous emphasis upon the process of children learning through their play, so that their

imagination, skills, coordination, understanding, language and sociability are being promoted and built upon.

Nursery education:

The quality of teaching and learning is outstanding because staff commitment is exemplary. They give utmost priority to providing a caring atmosphere, a varied programme of activities covering all the areas of learning and an approach which fosters excellent self-confidence and good social behaviour. Children enjoy an excellent range of activities because activities are imaginatively and professionally delivered through children's choice and adults' leadership so that the whole session or day is purposeful, fun and challenging.

Staff question, challenge and join in extremely skilfully with all choices children make and monitor the inclusion and individual development of all the children. In this way, they capitalise upon children's interest and enthusiasm and extend this using their own enthusiasm and skill. This continues through routines, such as snack times, so that children are fully involved with setting out and serving their snacks as well as having time to review and discuss what they have been doing and learning. Excellent use of cameras by children and adults and the displaying of photo evidence in a variety of formats, fosters excitement and ownership of all the activities happening in the nursery and pre-school as well as providing evidence of the wealth of experiences that they are benefiting from.

Children are making very good progress in all areas of learning. This is because staff are so successful in providing for their personal, social and emotional development. Staff enable each child to feel special as they are chosen to be the special helper or the snack monitor and as they play a full part in setting up or clearing away their play resources. The outside area enables the curriculum to be extended meaningfully to provide all aspects of learning outside in most weathers. Children benefit enormously from diverse opportunities for physical development, creative development and knowledge and understanding of the world, often using the outside areas or messy and tactile play. Children are confident with hand tools, such as brushes, pencils, chunky pens and scissors and this is promoting their early writing skills. Communication skills and knowledge of number, shape, space and measure are also good because staff challenge and question children as they play to extend their development in these areas.

### **Helping children make a positive contribution**

The provision is outstanding.

Children join in extremely well, take responsibility and play very a productive part in the life of the setting because the staff inspire them to take care of their play environment and to feel a sense of belonging in it. For example, the snack monitors collect the snack baskets and spread out their plastic table cloth on the floor ready for the snack and afterwards collect all the biodegradable matter in a separate bowl from the plastic. Likewise, when parents arrive, children show them the photos of their day's activities, showing as a slide show in the setting entrance. Staff use their time constructively to encourage children with disabilities or learning difficulties by providing one to one assistance where necessary and always modelling appropriate play skills, using short and simple language. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is exemplary. They play harmoniously together because staff are always dynamic and positive, making excellent use of their personal skills to bring about cooperation and self-assurance from every child. They allow exuberance and individuality, for example, as

children sing and play instruments into the microphone on the stage, but they are also highly effective in teaching children how to share with others, understand and use the equipment properly and tidy away the activity afterwards. This is supported by sticker rewards, a simple session routine and visual and auditory cues to mark the next activity. For example, a traffic light warning picture shown to every child tells them that it will soon be time to tidy up. Likewise, the simple positive 'I can' rules are displayed and regularly referred to so that children always know what is expected of them. As a result, the 'sad snail' time out mat is very rarely used, especially by the end of the academic year.

The quality of partnership with parents and carers is outstanding. Children receive exemplary consistency of care between home and nursery because staff communicate so well with parents. Parents receive an excellent prospectus about the pre-school, including details of the Foundation Stage and they have numerous chances to put their views in parent satisfaction questionnaires and in the customer feedback log in the entrance. Daily wipe boards are completed and very regular and informative newsletters and activity plans are both displayed and sent home, giving parents full details of how parent suggestions have been considered, what is being concentrated upon and how this can be consolidated at home. Parents are delighted with the work of the setting and are inspired to extend their child's learning at home.

## **Organisation**

The organisation is outstanding.

The leadership and management of the nursery education is outstanding. The provider and managers provide comprehensively planned support to all staff, are nearly always present and play a key role in in-house training, example and organisation. They constantly evaluate the service and build in high staffing ratios, time for reflective practice, recording and the completion of planning. They lead regular supervision sessions and staff meetings and ensure that morale and motivation remain consistently high. Clear written directions and memos help all staff to know exactly what is expected of them and the sharing of specialist roles significantly enhances staff members' career progression and highly motivates them. As a result, staff have an excellent working knowledge of the Foundation Stage and are confident in their delivery of superb childcare.

Recruitment and vetting procedures work efficiently to ensure that children are well protected and cared for by superior and highly motivated staff. This is because applicants come for working interviews and are fully appraised of the setting's ethos so that all parties are confident that new staff members are highly committed and will add to the already inspired staff group. Excellent ongoing training opportunities are then planned for and provided through appraisal systems which foster team working, mutual appreciation and a continuing focus upon positive outcomes for every child.

Policies and procedures are first class and work exceedingly well in practice to promote good outcomes for children. For example, child details and well worded consents provide full information to enable exemplary care to be given and the medicine, accident and incident recording systems work well. Planning is clearly written in terms of the stepping stones and the key workers have useful pre-placement information from parents. In addition, the policies are detailed, clear, appropriate and regularly reviewed. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

There was one recommendation made at the inspection of care in March 2005. This was to ensure that fresh drinking water is freely available to children. Each activity room has water jugs and clean cups on a tray at all times where children can help themselves. This supports children's general health in the setting.

### **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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)