

Wingfield Nursery Ltd.

Inspection report for early years provision

Unique Reference Number	226998
Inspection date	27 November 2007
Inspector	Lynn Dent
Setting Address	140 Westcotes Drive, Leicester, Leicestershire, LE3 0QS
Telephone number	0116 2541239
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Registered person	Wingfield 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 good.

WHAT SORT OF SETTING IS IT?

Wingfield Day Nursery is one of three nurseries under the same ownership. It opened in 1994 and operates from six rooms in a converted detached property. It is situated in a conservation area within Leicester. A maximum of 63 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 88 children from nine months to under 5 years on roll. Of these, 21 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around Leicester. The nursery employs 16 staff, all of which hold appropriate early years qualifications and three are working towards a higher qualification. The nursery is part of The National Day Nursery Association Accredited Scheme "Quality Counts".

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive and enjoy very good health and healthy lifestyle because staff effectively implement a comprehensive range of policies and procedures. Consequently, all children's physical, nutritional and health needs are substantially enhanced. Comprehensive procedures effectively ensure children's health is a priority and they are effectively safeguarded from infections and serious accidents. This means that parents are requested not to bring their children to nursery if they are infectious. Staff are highly effective in managing bodily fluids and keeping the premises free from germs. Most staff are trained in first aid and are able to implement clear procedures which ensure that children receive appropriate care following accidents. Consequently, the risk of further injury is minimised. Children rest and sleep according to their individual needs because the staff work in close partnerships with parents to maintain this. Therefore, children's emotional well-being is promoted.

Children are extremely well nourished because the nursery provides a balanced diet which includes all the essential food groups. The nursery employs a cook who provides an appealing range of meals which are freshly made each day. Parents can access menus to ensure children receive different meals to those provided at home. Children are positively encouraged to try unfamiliar foods from different cultures, such as lamb con-carne. They also receive meals that are suitable for children who eat a vegetarian diet, for example, broccoli and cauliflower bake. Children's individual dietary needs and requirements are successfully addressed because the staff ensure that this information is sought from parents and recorded in children's files. The cook also has a list of these and staff ensure they know which children are attending on any particular day and order the appropriate meals. Older children help themselves to drinks and serve themselves at snack and meal times. Consequently, they show high levels of independence. Younger children are routinely offered drinks. Older children are keenly aware that they need to drink after exercise and access water when playing outside. As a result they do not become thirsty.

Children experience an extensive range of stimulating, developmentally appropriate opportunities to explore, test and reinforce their physical capabilities. For example, younger children learn to use tools accurately in the sand and press buttons on developmentally appropriate toys. Older children use scissors, can thread items onto laces, use the computer mouse and are competent in using cutlery. Therefore, their hand-eye coordination is very effectively promoted. Children are developing a good awareness of space and movement through regular use of the outdoor area which is exceptionally well planned. Children's whole body movements are promoted through an extensive range of activities. They are very confident and skilled when playing on bikes and using climbing equipment in a variety of ways. Therefore, all children are proficient in coordinating their movements, balance and clearly have excellent control of their bodies. These abilities are promoted further because children receive exciting opportunities to play participate in physical games, for example, with a parachute. Babies and younger children are able to pull themselves up on furniture and crawl or walk around the room with support from the staff. Consequently, they develop independent walking.

Children have an exceptionally high understanding about healthy living and how to promote their growth and development because staff effectively promote this through meaningful activities and discussions. For example, children talk about which foods are good for them and confidentially explain that these make them grow. Staff are exceptionally good at listening to

what children say and develop their learning accordingly. This is shown as children initiate a discussion about the vitamins they take at home and explain the benefits are growing strong and not becoming ill. Children are very knowledgeable and have a very good understanding about routine hygiene practices such as hand washing and cleaning their teeth.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All children are stimulated by the bright and interesting environment. Children can safely access an extensive range of appealing resources because they are available at their height. As a result children are developing their confidence and ability to make choices. Furniture, for example, tables and chairs are child sized. Therefore, children can independently access these. Babies are kept safe when sleeping as they are placed in cots and never left unattended. Therefore, the risk of cot death is minimised. All toys and equipment undergo regular cleaning and maintenance checks. Consequently, children are protected from germs and can play with safe toys and use suitable resources.

A member of staff is trained in health and safety procedures and the setting regularly carries out risk assessments of the premises, resources and activities and when going on outings. All staff carry out daily checks of the premises and resources. Consequently, children are cared for in an environment which is generally safe. However, during the inspection a door to a store cupboard on the first floor of the property is left ajar. This means that older children can potentially enter the cupboard. As a result their safety is not fully protected. Staff are vigilant about locking exterior doors and maintaining a record of visitors. Consequently, children are effectively protected from unknown adults.

Children understand how to keep themselves safe because staff talk to them about this. For example, children are moving their chairs to another area of the room. Staff remind them how to carry these in a safe manner. A child spills her drink, she immediately informs the staff who ensure that children cannot access the area until it is cleaned and dry. All children know they hold the handrail when using the stair and explain that this is to stop them falling. Children's safety is a priority during outings, the number of staff caring for the children is increased and clear procedures are implemented by staff to ensure that children do not become lost.

Staff have a clear understanding of the indicators of abuse and neglect. They are confident to take the appropriate action to report this type of concern in line with the Local Safeguarding Children Board. This is supported well by a clear policy regarding child protection which includes action to be taken within the nursery if an allegation is made against a member of staff. Consequently, children's well-being is effectively maintained. Children are well cared for by suitable, qualified staff. They are never left alone with unknown adults or un-cleared staff. Experienced staff act as mentors for their new or inexperienced colleagues. Therefore, children receive good care and support to play safely and develop their confidence and independence.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting because staff treat them with kindness and foster a very warm and caring atmosphere. Therefore, children are confident and have good self-esteem. Children are very settled because they receive time and encouragement from staff. For example, a toddler becomes tearful when the inspector enters the room. Staff talk to the child to offer support and then sit the child on their knee and play with him. Consequently, the child quickly

settles. Staff show they enjoy their work as they interact effectively with all children to support their learning and play. Therefore, children are interested and engage in the appealing range of activities and experiences for sustained periods of time. Babies play with a wide range of developmentally appropriate toys and can use all their senses to explore the environment. Toddlers spend time experimenting with a range of materials as they engage in heuristic play. This means they have time to explore and play with everyday items, such as, placing lolly sticks into containers and squeezing sponges. Toddlers also enjoy playing and splashing in water.

Staff provide all children with a wide range of stimulating focused activities and time to extend these or initiate their own play independently. Consequently, all children develop their independence. Children have many opportunities to foster their imagination. They act out stories and believe that a bear lives in a disused air-raid shelter at the end of the garden. Consequently, they are excited as they go for walks in the garden and explain that the bear is not in his cave today because a squirrel has been in the cave. Children enjoy play that is meaningful to them. They are pretending to plant plastic flowers in pots with compost. They enjoy digging in the compost and staff use this time effectively to talk about what flowers need to grow. Staff use the 'Birth to three matters' framework very well to plan and deliver a good range of experiences that meet the development stages of children in this age range. Monitoring and assessments of children by their key worker means that their achievements and next steps in their development are promoted. Staff are sensitive to how children are feeling. They use stories to talk to children about being scared and making friends and to promote the ethos of all children at nursery being friends. Staff are skilled in meeting the care needs of children because detailed information and ongoing communication exist with parents. Consequently, staff know the children well.

Nursery Education

The quality of teaching and learning is good. Consequently, children are making good progress through the Foundation Stage of learning. Staff have a good understanding of the Foundation Stage and effectively use this to plan an exciting, broad and balanced range of learning experiences. Inclusion of all children is planned and monitored and staff use time and resources effectively to enable all children to progress. Therefore, children are enjoying themselves and stimulated to achieve to their full potential. Staff are particularly good at challenging children to think about what they are doing. For example, when playing with construction kits, they ask the children how they can make the cogs turn. Regular monitoring and assessments of the activities ensures that the learning intentions are met. Staff regularly observe and record children's progress. This means that their achievements and the next steps in their learning are identified. Therefore, all children are making progress. Children's achievements are regularly shared with parents. Consequently, they are kept well informed and become actively involved in their children's learning.

Children are confident to talk in groups and sit quietly as they listen to their friends and staff. Therefore, they develop the art of making conversation. Children willingly help others and share, for example, when using the computer. All children have a good understanding of sounds and letter and enjoy initiating a game of I-spy when playing in the garden. They use this to identify features in the environment, such as, L for log and B for bush. Children use white boards to write in the role play area and have the opportunity to use a designated writing table which shows capital and lower case letters and writing in different languages. Therefore, they can observe differences in writing. During the inspection children do not tend to use the opportunity to access this area which means that their independent writing may not be fully promoted for all children. However, more able children show they can write their names

independently. Children can recognise words on displays and around the room. They show this as they read the rules of the nursery to the inspector. Older/more able children show they are competent readers as they read books from a recognised early reading scheme.

Children have daily opportunities to use numbers and mathematical concepts in practical ways. For example, they count the days of the week. More able children identify what number comes next and the numerals required to make the number 27. Children can explain that the number 12 is bigger than number seven. Children play simple games, they get into groups, know that they need one more child to make seven and can correctly identify the written number card for their group. Children learn about the wider world as they play and experiment with the resources available. They can explain how things work. This is shown as a child informs the inspector that his gems, small flat bead, will not roll down his track because they are not round like marbles. Children use magnetic bricks to build a birthday cake and sings happy birthday to their friend. Children can work programmable toys, for example, 'Beeble', a computer and use a camera to take photographs of their friends. Staff use a range of music to help children develop an understanding of different genres and to move appropriately. Children make models, paint, stick and use clay to design their own Christmas decorations. Therefore, they are very creative.

Helping children make a positive contribution

The provision is outstanding.

Children's spiritual, moral, social and cultural development is fostered. Children thoroughly enjoy all activities and are actively engaged. A strong emphasis on developing children's self-esteem means they are highly motivated. Staff have a very high regard and are fully committed to working very closely with children, enabling them to play a full part in the child-orientated environment. Children's needs are exceptionally well met by sensitive staff who have a significant knowledge of children's cultures and backgrounds. All children actively make choices and take decisions about what they eat and play with. Staff are pro-active in encouraging children to take responsibility as they become a helper and give out cutlery, plates, cups and drinks at meal times. Therefore, they play an important role in the nursery and feel highly valued. Toys, resources and activities are set out to encourage children to access these to independently support their play and learning. This means children make informed choices and take responsibility for their play. Children with additional needs are quickly identified, and supported by experienced staff who actively seek professional advice, and support from outside agencies. Therefore, this helps to develop children to their full potential.

Families and children feel highly valued because their individuality is respected. Staff welcome diversity and provide extensive opportunities for children to learn about this. Family cultures and lifestyles are effectively promoted. For example, a clear policy is implemented when required to effectively help children whose first language is not English. This means that they are positively encouraged to use their home language and English in the setting and staff are pro-active in ensuring that they learn simple words which help them to communicate with the children in the absence of their parents. Posters and pictures displayed in the nursery show a range of languages and promote positive images and older children can see how words are written in other languages in the writing area. Children can access a wide range of resources and books which enables them to develop their knowledge and understanding of other cultures, traditions and the wider world and their local community. Children have extensive opportunities to learn about the wider world in which they live through a very variety of stimulating activities, experiences and visitors to the setting. Consequently, children are very aware to treat everyone with equal care and respect.

Children show very good behaviour. The staff are positive role models for good behaviour and give high regard to the realistic and consistent boundaries set in the nursery. Consequently, children are very aware of the rules and can clearly explain that they sit down to eat their meals, are kind to their friends, choose books carefully, line up nicely, listen to their peers and carers when they are talking, and take turns on the computer. Staff are very effective in promoting the rules through praise and rewards. For example, a child receives a sticker for taking turns to use the computer, another child shows pride as he explains that his sticker is for helping to tidy up. This effectively helps children to develop very positive self-esteem. Children learn how to share from an early age. This is shown as two babies try to play with the same toy, the staff provide a similar toy for one of the children. Consequently, all children take turns effectively, showing a high level of understanding and respect for the needs of others around them. Staff provide individual support and work hard with children whose behaviour may be unpredictable. As a result children successfully learn to self-manage their behaviour well.

The partnership with parents and carers is outstanding. Parents are positively encouraged to work in partnership with the staff to enhance their children's learning. Parents are actively involved in their children's education from induction because staff are pro-active in seeking information about the children's developmental stage and abilities. Excellent procedures to exchange information about the children's current achievements and their next steps for learning are in place. This means that all parents receive a written report bi-monthly to inform them of what their children have learnt and to identify their next targets. Parents are positively encouraged to comment on the reports and to attend pre-arranged meeting to discuss their children further. This shows that parents are kept very well informed of their child's care and learning. The staff place a high emphasis on working with parents of children in the Foundation Stage to help extend their children's learning at home. Therefore, they provide practical ideas of ways to do this and children take home books, some are from a recognised reading scheme. All parents receive a comprehensive booklet which contains all policies, procedures and general information about the service provided. Further information is displayed in the setting and they receive a regular newsletter. Parents of babies and younger children receive a daily diary. Staff make themselves available daily to informally discuss the children with their parents. Consequently, effective organisation ensures that all parties are kept well informed of the children's current care needs and achievements. Therefore, parents are confident that their children's individual needs are accounted for.

Organisation

The organisation is good.

Overall children's needs are met. Robust procedures for the recruitment and checking of new staff means that children's welfare is effectively maintained. A comprehensive induction procedure means that all staff are able to successfully implement the setting's policies and procedures. The management ensure that all staff are competent to carry out daily procedures as they observe, monitor and oversee what they do. For example, staff are not allowed to change nappies until the management are confident they are competent in the clear routines set by the nursery.

Detailed information about the children is recorded and underpins their care. Therefore, their current developmental and learning stages and their next steps are identified. The effective deployment of staff means that the minimum number of staff required to work with the children is exceeded. All staff hold recognised early years qualifications. The management shows a commitment to encouraging staff to continue to enhance their professional development by providing opportunities to attend both in-house and further recognised training. As a result

some staff are currently working to a higher level qualification. Consequently, the service provided effectively promotes children's care, learning and play.

The management has a clear vision and commitment for the future of the nursery and regularly self-evaluate their effectiveness. This includes collecting information from parents. As a result clear actions plans are in place to continually improve the nursery. Staff promote an inclusive environment in which every child matters. The environment, time and resources are organised well to provide all children with a range of stimulating, developmentally appropriate play and learning opportunities. This includes the effective use of the outdoor environment to provide and extend children's learning in different ways. The nursery generates a warm and caring atmosphere where staff effectively interact with children to support their play and learning. Consequently, children are very happy to be there. Children benefit because the staff are effective in using the 'Birth to three matters' framework.

Leadership and management is good. The management are active role models and involved in the day to day care and education of the children. Consequently, this builds a motivated team of staff who observe good practice and are committed to enhancing the outcomes for all children. Staff are involved in the planning process which is adapted to meet the needs of the children currently learning. The monitoring and assessment of the Foundation Stage and children's learning is thorough as a result children are making good progress.

Improvements since the last inspection

At the last inspection the registered person agreed to review the systems for recording the administration of medication, taking confidentiality into consideration. The registered person has taken the appropriate actions to meet the recommendations. Systems for administering medication have been improved and confidentiality is managed well. Therefore, the administration of medication is clearly recorded and documentation about this is stored to ensure confidentiality is maintained.

At the last nursery education inspection the registered person agreed to providing further challenges for older and more able children during practical activities. The registered person has taken the appropriate actions to meet the recommendations. Planned activities show the aims which are differentiated to provide challenge for the older/more able children. Therefore, children receive appropriate activities that promote their learning effectively.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that the 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):

- ensure the store cupboard is inaccessible to children at all times.

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):

- continue to encourage children to access the opportunities for independent writing.

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