

# Wind-in-the-Willows

Inspection report for early years provision

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<b>Unique Reference Number</b>	206332
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Joanne Harvey
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Wind-in-the-Willows private day nursery opened in 1996 and operates from a detached bungalow on a main road on the outskirts of Glossop in Derbyshire. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to a secure enclosed outdoor play area. There are currently 33 children aged from nine months to under five years on roll. Of these, six children receive funding for nursery education. Children mostly come from the local community and the surrounding areas.

The nursery employs five staff. All of the staff, including the manager, hold appropriate early years qualifications. The nursery receives support from a teacher/mentor from Derbyshire's Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's good health is promoted well because staff encourage children effectively to lead healthy lives both through discussion and because adults lead by example. They plan activities which reinforce healthy eating and physical activity, both indoors and outdoors. Children show enjoyment during their physical education sessions, which also include country dancing. They often choose to be physically active during independent play sessions. Physical activity is also encouraged because use of the outside area is well established and children look forward to spending much of their time outdoors. This includes nap time for the youngest children. They warm up and cool down at exercise time and feel the changes in their heart rate, developing a good understanding of what is happening to their bodies. Children and families look forward to sharing the annual sports day.

Children learn about keeping their bodies healthy in projects which, for example, involve growing their own vegetables. They cook and eat these and use them in their art work. They sometimes make their own tea, for example, by choosing healthy toppings for pizza. This encourages independence as well as developing a preference for more healthy choices. They pick, eat and cook their own fruit off the trees in the garden. Healthy lunches are provided, chosen from menu selections which run over four weeks to avoid repetition. Meals are cooked in the kitchen of the setting which is kept thoroughly clean. They include, for example, tuna and pasta bake or cottage pie and are accompanied by a selection of vegetables. Vegetarian options are available. Consequently dietary needs are met well and a record of children's dietary requirements is displayed clearly in the setting so that everyone is aware of them. Any food allergies are clearly recorded and well known. Children are offered a variety of healthy snacks each day including toast, plain biscuits and fruit. Also at snack time, children select a drink from fruit squash which is low sugar or sugar free, water, milk or orange juice. Drinks of water or milk are freely available throughout the session.

The policy for health and safety is well applied. Accident and incident books are carefully kept. A policy on how to handle child sickness is in place as is a hygiene certificate. The spread of infectious illness and sickness is reduced due to rigorous use of antiseptic sprays throughout the setting which staff keep clean. Toilet seats are sprayed after each visit. All children have their own towels which are used after hand washing and teeth brushing which they do after lunch. Tables are wiped down before and after each meal and snack time and in between if appropriate. Children are encouraged thoughtfully by staff to wash their hands and wipe their noses. Boxes of tissues around the setting are used independently but children are taught to blow their noses and dispose of tissues hygienically. The nursery has two pet rabbits which the children help to look after, teaching them about the importance of hygiene and family pets.

Written records of all medicines administered are carefully kept, though parents do not sign their written instruction and permission prior to the medicine being administered. Signed accident records are kept effectively which record all the necessary information and details are confirmed to parents in a helpful letter. Staff talk to parents and carers at drop off to make sure any health and welfare concerns are well known. This information is shared with all adults at registration ensuring no child is missed. A similar opportunity for discussion is given at collection. Head lice letters are sent out as and when necessary.

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

The provision is good.

Children's welfare is promoted vigilantly by all staff who can be seen to be conducting ongoing checks. Children are cared for safely in rooms with attractive displays of their work which are linked closely to current topic themes to reinforce learning. Equipment inside and outside is in good condition and easily accessible where necessary but safely out of reach where appropriate. Resources stimulate children because there are many interactive activities for them to undertake independently. Children easily get involved in cutting, gluing and sticking activities with various materials, because the room is well organised for independence, particularly for the eldest children. For example, to make firework pictures, children used resources they had gathered from the garden as well as other art materials. Staff encourage children to be responsible for their own resources and to tidy up. They look after the equipment, using and storing it safely.

Children use an outside area which is effectively resourced, well planned and includes climbing apparatus, other large and small equipment and wheeled toys. There are grassed, hard and safety surfaces appropriate for each item of equipment. Children were seen to choose their own equipment at independent times and were directed during teacher led activities. They get lots of opportunities for both and spend a good proportion of their time outdoors. The garden area is fenced and the doors to the nursery are secure. However, a gate on the garden boundary does not have a lock and this potentially poses a risk to children's safety.

Children are increasingly able to keep themselves safe because staff talk to them about everyday hazards. For example, a discussion about firework safety enabled one child to talk about how to hold sparklers. Community partners come to the setting to reinforce safety messages with the children. These include visits from a nurse, a policeman, the road safety officer and the fire service. These all help the children to understand and deal with everyday hazards such as road safety and stranger danger.

Fire safety procedures and certificate are clearly displayed and a range of safety equipment is regularly checked. Fire drills are carried out so that staff and children know what to do in the event of a fire. However, the method of recording the frequency and type of drills is not robust enough. Other risk assessments are up to date, organised satisfactorily and regularly considered. For example, how to ensure safety should adults consume hot drinks within the setting. Radiator guards, safety gates, socket covers, smoke alarms and CO2 detectors are in place. Harmful substances are locked away. The necessary insurance certificate is clearly displayed.

Children's welfare and safety is given high priority in this setting. Child protection procedures are laid out well in the policy and staff have attended appropriate courses which are within the required time period. Registers show the required information and all necessary details relating to children are carefully kept. A suitable policy is in place in the event of a child being lost or not collected. The nursery has not had to use it in the last year. A visitors book is used appropriately. All staff have the necessary first aid qualification, though certificates are not currently displayed for parents. There are always staff on duty that have had up-to-date first aid training.

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

The provision is good.

Younger children enjoy coming to the nursery because they are welcomed at the door and cared for well by staff with whom they are familiar. The youngest children form secure relationships

and develop confidence with the help of their key workers. Children leave their parents easily and the very few who do cry settle very quickly when parents have left. Their confidence is developed considerably as a result of the staff's use of praise and other rewards. New children settle in quickly because of the great care taken in this regard by all adults in partnership with parents. Children from all backgrounds and abilities are integrated effectively into nursery life. For example, some signs are dual language. Planning for younger children is good and refers to 'Birth to three matters' guidance. These children make connections in their learning because staff plan activities which link learning well. Independence is promoted well right from the start, for example, children have their own name cards to self register and make choices about activities and decide when to nap or play.

## Nursery education

The quality of teaching and learning is good. Staff have a good understanding of the Curriculum guidance for the foundation stage. Teaching is effective and so children make good progress in their learning. Careful written planning, based on the early learning goals, allows children to experience all areas of learning each week but has one focus area with more detail and on which assessment activities are based. The staff successfully use a variety of teaching methods to stimulate children's interest.

The children are eager to join in because staff are enthusiastic about the learning activities and try to make them as enjoyable and active as possible. Practical activities are often used to good effect because staff have a good knowledge of how this age group learn best. Children learn to listen attentively because staff place high importance on this. For instance, children have to follow oral instructions carefully when solving a maths problem or building a box model together. Most children are successfully challenged to progress well because staff have high expectations of them. However, occasionally, opportunities are lost to use questioning to further extend the learning of the most able children.

Children learn to write and draw well because there are a good variety of resources available both for teacher led and child initiated mark making activities. Children are encouraged to love books and enjoy stories as a result of their effective use within the setting. Many opportunities are taken to use stories to develop early phonic skills, mathematical understanding and knowledge and understanding of the world. These are further reinforced at registration time, group activity time or during one to one activities. Discussion of their favourite stories is developing children's understanding well, for example, children eagerly counted along with 'The Hungry Caterpillar'. Their knowledge and understanding of numbers and mathematics are also developed well through rhymes and songs. Children sing along with 'Ten Green Bottles' and other counting songs as they go about their other activities. Creative ways are found to interest the children both in and outdoors using exciting equipment, such as a very large dice and numbers hidden in the garden. Children show curiosity in the seasonal activities set out, for example, in collecting natural materials for Halloween and bonfire night crafts.

The celebration of festivals from around the world is used well to develop children's cultural understanding. For example, photographs around the setting show lots of happy children, dressing up, playing instruments and baking and tasting food at Diwali, Chinese New Year and Harvest. They learn about places which are different to where they live, for example in a topic about the Rainforest. Educational outings enrich children's experience and include picnics at Stamford and Lyme Park, trips to the library and excursions to the local park. These help to develop their basic skills, knowledge and understanding of the world and build up their physical skills.

Assessment activities are used effectively. Observations are ongoing and regularly recorded. A focussed observation takes place once a week which is recorded against the early learning goals in the chosen focus area. Evidence suggests that most children in receipt of nursery education are achieving levels above those expected for their age. Adults in the setting know the children well but their recorded observations are not formalised onto a tracking system which indicates the amount of progress they make in all areas of learning whilst they are at the setting. Information is communicated well to parents and to the children's next setting at the time they leave. The children complete a useful 'I can do' book which gives a helpful indication of their achievements.

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

The provision is good.

The children make a positive contribution to the community because they are encouraged effectively to feel that they are a valuable part of the setting. This is partly because activities get them involved in working alongside and with others in interesting and challenging ways. For example, working together to complete puzzles and solve problems. The children also learn to work well as a team. For example, they learn that cooperation is needed to make the parachute work effectively or to build a large model of a crocodile. They enjoy carrying out their special jobs looking after the equipment, tidying up safely and helping to make sure that the routines of the nursery proceed smoothly. They particularly enjoy racing to finish before the end of the music of the 'Mission Impossible' theme! The children compassionately raise money for charities, including Children in Need and The Ronald MacDonald House Appeal. The nursery pet rabbits are used successfully to help the children appreciate living things and how to care for them.

Children's spiritual, moral, social and cultural development is fostered. The children were very proud of the bonfire pictures which they created using glue, paint, glitter and found materials and spoke with great excitement about the things which they have seen and done or heard about at story time. They are keen to take their work home and show their parents what they have been doing.

Children develop good manners and generally behave well because adults provide positive role models, consistently reinforcing their expectations of good behaviour for which children are rewarded with positive comments or a special stamp on their reward card. This approach also successfully promotes self-esteem and good social and emotional development. Staff and children use positive praise and staff talk to the children about the consequences of their actions. Therefore they have a clear understanding of right and wrong.

The children's understanding and awareness of different cultures and their lives in our multicultural society are well promoted. For example, the children worked thoughtfully with musical instruments and learned dances from other countries which allowed them to explore similarities and differences between cultures and resulted in them putting on a concert for parents.

Children's additional needs are met well. Individual Education Plans are produced with the support of the Local Development Officer and the inclusion of specific children in the past has involved working successfully with outside agencies. The manager is the appointed special educational needs coordinator though there are currently no children with a learning difficulty or a disability or with English as an additional language in the setting.

The partnership with parents and carers is good. Parents are made very welcome in the setting. They come into the room at the start or end of the session if necessary to discuss their children and any concerns they may have. The information shared with parents, either at the regular parent meeting or through newsletter is helpful. The setting produces an annual 'fly on the wall' video which gives parents a good opportunity to share in the children's activities. Parents have good information regarding nursery education and are able to use this to support their children's learning at home. Information is shared with parents regarding the progress their children make in the setting.

## **Organisation**

The organisation is good.

The day-to-day running of the nursery is well organised. The required documentation is in place, though the manager agrees that administrative systems could be more rigorous. However, routines are clearly understood by all and closely adhered to. Registers clearly record both children's arrival and departure times. The day is planned carefully and children are secure in knowing what will happen at particular times. The sessions are planned so that children have access to both organised activities and free play. As a result, this ensures that children have good opportunities to initiate their own play and learning and to be active or enjoy quiet times. The record system ensures that children have sufficient opportunities to learn key skills in all areas of learning for children under the age of five years and that the curriculum offered is balanced.

Leadership and management is good. There is a good team spirit between staff, which keeps morale high and staff turnover low. Consequently, children benefit from forming stable relationships with staff. All the staff are suitably qualified. The manager and two staff have a Level 3 qualification and two others have Level 2. One of these is studying for Level 3. The induction of new staff is effective as evidenced by the induction of a student on the day of the inspection. Not surprisingly, staff get to know routines and policies quickly. For example, they are all clear about how to contact a parent if a child is unwell during a session.

Monitoring of the quality of provision and use of self-evaluation has been developing well with the support of the Early Years Development Officer. Regular staff meetings are held where staff plan provision together but also collaborate on improvement planning for the future. All staff access regular training and development opportunities outside the setting and these are closely linked to improvement measures identified in the self-evaluation process. The staff are fully committed to providing good quality care and education for young children. Overall children's needs are met.

## **Improvements since the last inspection**

In response to recommendations at the last inspection the setting has included the statement on the procedures for lost or uncollected children in the policy document and Operational Plan. Written permission is requested from parents for seeking emergency medical advice or treatment. Parental signatures on medicine administration records are obtained but not until after medicine has been administered and this is a point for further development. An up-to-date copy of Derbyshire's Area Child Protection Committee procedures has been obtained. A system of recording existing injuries and obtaining parental signature has now been implemented. All policy and procedural documents are reviewed to ensure consistency in the Operational Plan. Children's safety and well-being is now further promoted.

## **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):

- develop the recording of fire drills to ensure they contain sufficient detail and ensure that the garden gate is secure
- ensure that prior written permission to administer any medication is signed by parents in addition to the present arrangements.

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

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop a system to track children's progress.

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)