

# Wellington Day Care

Inspection report for early years provision

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**Unique Reference Number** EY363236

**Inspection date** 10 July 2008

**Inspector** Karen Pretty

**Setting Address** Sure Start Children's Centre, Wellington Centre, 52 Chevallier Street,  
IPSWICH, IP1 2PB

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**Registered person** Wellington Day Care 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](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 outstanding.

### WHAT SORT OF SETTING IS IT?

Wellington Day Care opened in 2007. It operates from the Wellington Sure Start Children's Centre, in central Ipswich, Suffolk. Day Care is provided in one main room and occasionally children access a side room for planned small group work, the provision also includes staff room, laundry, kitchen, dining room and office. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 55 children aged from seven months to under five years on roll. Of these, 22 children receive funding for early education. The nursery serves the town and surrounding local area. The nursery currently supports a number of children with learning difficulties and/or disabilities, and also supports a small number of children who speak English as an additional language.

The nursery employs nine members of staff. Of these, eight hold appropriate early years qualifications, some of these are higher level, one member of staff is working towards a

qualification. The nursery also benefits from several volunteers. The nursery receives support from the local authority and is currently working towards the Suffolk Quality Assurance Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene through well-established routines and planned activities. Positive steps are taken to promote children's good health and encourage them to manage their own personal needs using the well-organised child-friendly facilities. Children clearly understand the need to wash their hands before eating and after using the toilet and staff are on hand to offer support as required, the risk of cross-infection is effectively minimised as children use a fresh fluffy hand towel each time. Children's health is well promoted as detailed information is obtained from parents about their children's individual health care needs and staff follow stringent procedures to take account of any allergies. However, some accident and medication records have not been countersigned by parents to acknowledge the entry. All staff regularly update their first aid and food hygiene training to ensure they are aware of the correct procedures to follow to maintain children's health and prevent the spread of infection. A 'no shoe' policy ensures the room remains clean and the health of children is effectively promoted, especially those younger children who are still crawling.

Children's dietary needs are met through the provision of healthy snacks that take account of their individual dietary needs and preferences. A rolling snack time enables children to learn to take responsibility for their own dietary and nutritional needs and staff make good use of this time as a learning opportunity. For example, children are encouraged to count how many pieces and actively express their preferences. Children confidently choose from an attractive arrangement of fresh fruit and vegetables. At snack time children pour their own drinks and they have free access to drinking water throughout the rest of the day to ensure they do not become dehydrated. Children attending all day have the opportunity to enjoy the social occasion of a freshly prepared lunch in the 'family style' dining room, they all sit down together with staff. All meals are prepared on site by staff, they are vigilant to ensure the menus are nutritionally balanced. Children help to decide on some aspects of the menu and become involved in preparing their own meals through regular cooking activities. Fractious babies are quickly settled to rest or sleep by caring staff and effective systems are in place to ensure intimate care is mainly provided by a familiar key person. Individual linen is provided and children's routines are closely followed and respected. Sleeping children are frequently checked and information is fed back to parents upon collection.

Children enjoy a stimulating range of physical play activities both indoors and outside that contribute to their health and physical fitness. The daily access to the outdoor area enables children to get plenty of fresh air. The very creative use of resources and materials in the outdoor area enables children to develop control of their bodies while practising skills such as climbing and balancing as well as fully reflecting all areas of learning. They enjoy well planned physical play activities indoors such as music and movement sessions where they gain a good awareness of the effects of exercise on their bodies such as feeling how fast their hearts are beating. Children have numerous opportunities to develop their small physical skills and demonstrate increasing control while using a variety of mark-making tools, constructions sets and interesting large scale threading activities to help develop their hand to eye coordination.

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

The provision is outstanding.

Children are cared for in a warm, welcoming and cosy environment that is extremely safe. The organisation of space is very creative with attractive and colourful displays and photographs on the walls. A superb range of stimulating resources are stored at a low-level which promotes children's independence extremely well. These provide a balanced range of activities that are interactive and promote children's learning in all areas. Toys and equipment for younger children are vibrant and stimulating, these provide a wide range of sensory experiences. Daily checks that are clearly documented ensure that all equipment is clean and well maintained. Thorough and consistent procedures ensure that any hazards to children are effectively minimised.

The premises are extremely secure and staff manage arrival and collection times safely using careful systems to ensure children's safety such as intercom and swipe card systems. Detailed and clear operational procedures for outings and emergencies are well planned and documented. Regular fire drills that are evaluated and documented ensure that staff and children know what to do in the event of a fire. Fire prevention equipment is regularly checked and all recommendations are met. Children are kept extremely safe on regular outings with good adult to child ratios and excellent forward planning. Written consents are obtained from parents for all outings where staff are extremely careful to ensure that venues are safe and suitable.

Children are extremely well protected from harm by knowledgeable and dedicated staff who have attended child protection training. Informative and relevant information is clearly displayed in order that correct procedures are followed in the event of a concern, some staff have first hand experiences regarding reporting concerns and attending reviews. Children are protected well by stringent policies and caring responsible staff.

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

The provision is outstanding.

Children are highly enthusiastic about learning and arrive each morning keen to explore the very wide range of activities provided. The day begins when they eagerly and happily announce their arrival and find their names and photographs and stick them on their chosen coat peg. These well-established routines enable children to feel secure and develop a true sense of belonging. Within this atmosphere, their self-esteem, confidence and capacity to work together develop very successfully.

Children gain high levels of self-esteem through carefully planned encouragement to help them become independent, make choices and take on responsibilities. For example, they independently help themselves to aprons to protect their clothes during messy play and successfully put on their own shoes before going outside. They learn quickly to share, take turns and work together because these opportunities are integrated into their learning experiences. All children are confident and secure in the group and respond well to all the staff, displaying great affection for them, which is appropriately returned by staff. The atmosphere is very industrious and children show an eagerness that bubbles over into all their activities. When they choose their own activities all the children occupy themselves very productively, many concentrate for a long time, playing quietly and chatting with their friends. All children behave exceptionally well and have very good manners.

Staff use their extensive knowledge of the 'Birth to three matters' framework to skilfully plan activities that fully incorporate the needs of younger children. Younger children experience

excellent levels of support in the form of praise for their achievements and encouragement when they communicate their ideas. An excellent settling-in policy ensures that younger children are supported to deal with separation from their parents. For example, staff respect children's use of comforters as they are kept close by and made readily available when necessary. The setting offers numerous natural resources such as pegs, wooden spatulas, large pebbles and brushes, all of which stimulate children's senses and exploratory play. Children delight in the messy activities they are offered. For example, they freely use their hands to explore trays of shaving foam with trucks and cars added.

## Nursery Education

The quality of teaching and learning is outstanding. Staff display great skill supporting children in their play, extending their learning effectively, or standing back, allowing children to concentrate and persevere. Children benefit from the very secure understanding and knowledge staff have of the Foundation Stage. This is evident in the comprehensive planning which covers all the areas of learning and the staff's consistent understanding of what children are learning from play and activities. Staff have the confidence to allow children to try things out for themselves and they know exactly when to intervene in order to extend learning. Questions are pitched at exactly the right level to ensure that all children are involved and able to make very good progress. The staff recognise that children learn in different ways and plan meticulously to meet individual needs. Staff follow a strong philosophy that children learn most successfully when they are encouraged to follow their interests. As a result, the curriculum is planned to be flexible, so it is able to respond to the child's interests or to particular events within their individual lives.

Assessment procedures are very comprehensive and ensure that staff are fully aware of each child's progress. This information is used very effectively to influence the next steps in learning for each child. Planning for children's learning is very detailed, ensuring that all areas of learning are fully covered and providing a good balance between adult-led and child-initiated activities. Between the focused sessions, whilst children explore very high quality free-choice activities, all staff work with one or two children at a time moving their learning forward and recording what they know and can do. Staff make very good use of the assessments to plan activities that match children's maturity and provide sufficient challenge for their varying abilities. There is a very successful balance between adult-led activities and free-choice activities and so children remain motivated and enjoy their learning.

Children are highly motivated to learn through many well-planned opportunities which fully capture their interest. They are warmly welcomed into the colourful and stimulating environment by warm and highly caring staff who they are clearly delighted to see. Named coat pegs are provided through an innovative self-registering system which give children a good sense of belonging and encourage them to feel at home. Children's behaviour is exceptional as they work as part of a group sharing equipment fairly. They clearly enjoy the exciting activities and are enthusiastic to have a go as they use digging tools and their hands to hunt for bugs in the soil outside. Despite the enthusiasm, they self-regulate their own behaviour well as staff sensitively and skilfully oversee the activity. Children are highly settled in their known routine and confidently offer ideas during a group time and share their weekend news, this gives an opportunity for children and staff to discuss their feelings and share their thoughts with others. Equally, children's choice not to contribute is fully respected by others. Staff positively encourage children to manage developmentally-appropriate tasks for themselves. Children manage coats, aprons and shoes with skill and confidence ensuring that they have the necessary skills required for starting school. A broad range of cultural festivals and traditional days are planned for and

children are encouraged to respect the views and beliefs of others. Children's achievements are valued and celebrated by staff who display their efforts giving children a sense of pride.

Children's language development is rapid and excellent. They take turns to speak and listen as they sit in a group chatting about visiting their new school or going horse riding. Children enjoy using the small and cosy book area that is well resourced with books and props which enhance the stories. Staff skilfully support children and help them consolidate their learning by linking letters and sounds to stories and many other aspects of the session. Children are making optimum progress in their early writing skills. The creative consideration of clipboards, pens, pencils, jumbo chinks and white boards allows children to develop mark-making skills while outdoors and transfer their ideas to other areas of the environment. The room has many labels and prompts, encouraging children to know that text has a meaning. A colourful and well-resourced writing area gives children ideas and provides exciting materials which children use to develop their writing skills indoors.

Children are making consistent progress in their mathematical development. Appealing resources are laid out attractively to develop children's counting skills. Children count the legs of the bugs they have found or the onions they have pulled from the garden, this is supported well by staff who encourage children to count on and use mathematical language. Children learn simple addition as they add groups together such as how many large wooden blocks have been used in their construction. Small world play enables staff to extend children's learning as they play with dolls in the house or cars on the track. They use positional and size language to describe the length of the 'follow the leader' line and the whereabouts of the three pigs during their imaginary play. They go on to talk about their homes and journeys using more mathematical language. Children are beginning to make sense of the world around them by investigating and exploring through an exciting range of hands-on experiences. A fantastic range of messy play enables children to experience different textures and states. They regularly explore shaving foam, cornflour, play dough, sand and water. Children are engaged in purposeful activities outside in the fresh air where their curiosity and interest is enhanced, for example, planting and monitoring the growth of flowers and vegetables or weaving ribbons through the fence. Children develop many skills as they make the most of these activities. They are engrossed and focused as they experiment and learn through these rich and well-planned opportunities such as transporting sand from one container to another using cups, jugs and buckets. Children observe living things as they move containers and pots to discover mini beasts lurking beneath. Children are dedicated to maximising and developing their own curiosity and staff happily support and extend their interests.

There are many opportunities for children's creative play through well-planned resources that are appealing and tactile. One child happily hums as she freely expresses herself using different coloured paints and a brush in each hand, a look of true delight and concentration on her face truly captures her contentment. Children and staff engage well in imaginary play where they have time to become engrossed in their game. They co-operate well and staff support the game by allowing space and time to develop their imaginary ideas and act out their roles. A wide range of musical instruments enables children to explore different sounds and pace.

Overall, children are making outstanding progress in their learning and have high levels of achievement given their capability and starting points.

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

The provision is outstanding.

Children develop an excellent sense of belonging; their welfare and well-being is the utmost priority for all staff so children receive individually tailored care and education, based on knowledge of their likes, dislikes and home and family circumstances, and their stage of development. During lunch time one child comments how the rooms of the nursery are like a home, this clearly shows confidence and demonstrates a secure attachment has been made with the nursery, staff and routines. The key worker system is well established and highly effective in providing parents with a point of contact to ensure continuity of care. The substantial use of photographs in the corridors and rooms adds to children's sense of belonging as they can see themselves and their friends reflected and recollect past fun times. Policies and procedures are in place to ensure children are appropriately cared for such as consent forms and details of emergency contacts; these are updated as required and regularly checked.

Children are introduced to ideas of diversity from the earliest days. Resources and displays reflect the celebrations and festivals marked throughout the year and any contributions from parents and members of the community are integrated for the benefit of all the children. Many languages are represented in the welcome posters, and in general labelling around the room. Any child attending with a home language other than English is made to feel at home and welcomed by the use of key vocabulary.

Children with learning difficulties and/or disabilities are included in a positive way to ensure their needs are met and they can play an active part in all aspects of nursery life. Staff imaginatively adapt activities and allow extra time or provide resources as needed to assist the children in making a positive contribution alongside their peers. A recent staff initiative was to introduce children in the nursery to 'Makaton' sign language to enable them to communicate with children and staff through the use of this form of communication. This is presented in a fun way and children respond positively, quickly learning the common signs as they use them in songs and everyday communications. Other examples of excellent reflective and inclusive practice include staff being involved in a degree students research project into the use of choice theory in early years settings.

Children's spiritual, moral, social and cultural development is fostered. Children begin to learn right from wrong and respect the agreed codes of conduct as they play and learn. Behaviour is exemplary as children are always engaged in worthwhile and stimulating play and learning activities, making choices and taking decisions for themselves. They are supported by enthusiastic and dedicated staff who skilfully know when to leave a child to solve an issue or when to step in and offer an idea or practical help. They understand when they need to take turns and wait for attention, for example, when the midday meal is being served, or when holding coloured rings on the safety rope before going outside.

The partnership with parents and carers of children receiving nursery education is outstanding. Parents have access to all the information they need to form an effective partnership with their child's key worker and the other adults involved in their child's care. The manager is on hand to greet parents on arrival and deal with any day-to-day issues as well as offer useful information sources for specialist services and other childcare related matters within the wider context of the children's centre. Notice boards and regular newsletters contain informative literature and tell parents about who is working in the rooms, activities and forthcoming events. The benefit of the nursery and the children have had an immense effect on the lives of the families attending; one parent comments that the support and services have 'literally changed family life'. Parents

are fully informed about all aspects of learning from a very early age, so are able to contribute to their child's learning in meaningful ways. Parents' comments and views are highly valued and their suggestions included in future plans when possible. As well as the informal daily discussions, there are regular formal open sessions throughout the year when parents can discuss their child's development in full and be involved in the next stages of learning.

## **Organisation**

The organisation is good.

Children are cared for very well by genuinely dedicated and motivated staff who are very well qualified and experienced in meeting children's individual needs. Professional recruitment and vetting procedures ensure children are safeguarded, including a successful procedure for the induction of new staff. Staff are vigilant to ensure children are never left alone with adults who have not been suitably vetted.

Children's care, learning and play is strongly enhanced by the effective organisation of all aspects of the provision. Staff have an in-depth knowledge of the National Standards and clearly understand how to promote very good outcomes for all children. Children experience good levels of supervision and direct support as the adult to child ratios are above and beyond requirements and staff deployment is effectively managed. This ensures there are always ample staff available to cover for staff absence or emergencies. The manager works effectively with the staff to continually review policies and procedures in the well organised operational plan, ensuring that children are offered consistent care. Children benefit from ongoing improvement at the nursery, recently funding has been secured to develop the adjoining outdoor area. All staff are involved in completing the self-evaluation process and they are skilful in identifying effective ways to build on their existing very good practice.

The leadership and management of nursery education is outstanding. Staff work together extremely well as a highly motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. The Foundation Stage curriculum is expertly delivered as all staff are involved in contributing to weekly reflection and planning meetings. As a result, children benefit from activities which embrace their interests and they experience consistency in the teaching they receive. Children benefit significantly as staff strive for outstanding practice, constantly monitoring and evaluating the quality of teaching. Annual staff appraisals provide valuable opportunities for all staff to reflect on their individual strengths and to identify their individual training needs, which are prioritised.

Overall children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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 outstanding.

### 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 all entries in the accident and medication records are signed by parents to acknowledge the entry.

#### **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)