

The Wigwam Day Nursery

Inspection report for early years provision

Unique reference number	EY364808
Inspection date	30/10/2008
Inspector	Susan Victoria May

Setting address	22 Fatherson Road, Reading, Berkshire, RG1 4PL
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Wigwam Day nursery is one of two nurseries owned by Tee Pee Limited. The nursery is situated in the heart of Reading town centre within a conservation area. The nursery serves families from the local community and surrounding areas and offers full-time and part-time places. The nursery operates from a converted house set out over four floors. These are divided into three designated rooms for specific age groups.

The provision is registered for a maximum of 36 children on the Early Years Register and compulsory part of the Childcare Register. They are also registered on the voluntary part of the Childcare Register. There are currently 31 children on roll aged from six weeks to five years. The setting is able to support children with learning difficulties and those for whom English is an additional language, accessibility to some areas of the nursery may be limited for those with disabilities.

The nursery is open each weekday from 08.00 to 18.00 hours for 51 weeks a year. All children have access to an enclosed outside play area. The nursery employs eight staff which includes a cook and an office manager. Over half of the staff hold a recognised childcare qualification and others are working towards a relevant childcare qualification.

Overall effectiveness of the early years provision

Children receive very good support from staff who have a clear understanding and knowledge of the children's individual needs. This ensures each child has their learning and welfare needs met throughout the nursery. Planning is flexible as staff complete daily observations, taking into account the interests and development needs of all children. Additional support is available for those that need it. Parents access children's learning records and observations on a regular basis and staff are consolidating systems inviting parents to contribute to the children's next steps in learning, by sharing their own thoughts and feelings. Excellent links with the local community help children develop a positive sense of identity and belonging. The group are very aware of their strengths and areas for improvement and are committed to improving the quality of their provision. This is an ongoing process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consolidate the systems for identifying and sharing children's next steps in learning with parents
- ensure ongoing visual assessments are made throughout the day to keep children safe

The leadership and management of the early years provision

The committed staff team are aware of their individual roles and responsibilities, they are flexible and adapt to the demands of each day. They work well together with management and regular staff meetings and good communications help the group to self assess, evaluate their provision and identify strengths and weaknesses. There are policies and procedures in place that effectively ensure the continuing suitability of staff, for example, thorough recruitment and vetting processes. Staff are appropriately qualified and are encouraged to undertake further training. Detailed and effective risk assessments are undertaken regularly to ensure children's safety, throughout the nursery, outside areas and when taking children on outings. However, while daily safety checklists are completed, less consideration is given to ongoing visual assessments throughout the day to ensure the continuing safety of the children.

Strong links are being developed with parents who have access to all policies and procedures. These include excellent procedures and information to protect children's health and well-being, such as accident and medication documentation, child protection and complaints. Daily information about the nursery is provided through regular news letters, notice boards and emails. Parents have access to their own children's records and daily verbal exchanges to share information are positively encouraged. All documentation has recently been reviewed to ensure it accurately reflects current welfare requirements.

The quality and standards of the early years provision

Children have access to an attractive, bright, well resourced environment that has been carefully thought out to meet the needs of all children. For example, entrances to role play areas have extra wide accesses to accommodate wheelchairs. Child sized furniture is available throughout. All areas are organised to interest the children and promote all areas of learning. There are good systems in place to support children with additional needs, such as promoting English for those for whom it is an additional language while also supporting home languages. Children are happy and confident in their surroundings. Children's spontaneous play is recognised and valued by staff who are flexible in their planning; this allows children to move forward at their own pace, following their own interests. Key persons know their children well, using their clear and up to date observations and assessments as an aid to planning for the children's next steps. Support is always on hand when appropriate and children are provided with opportunities to re-visit previous themes and topics enabling them to consolidate their learning. Good relationships are in place between staff, children and visitors to the setting. Children are aware of the daily routines, have a visual time line and know what happens next, for example, before lunch children are eager to help tidy away and help set the table for lunch. Independence is promoted as children serve their own meals, pour their own drinks and clear away.

Staff have high expectations of behaviour and give priority to promoting a caring environment where children show respect for each other and are kind and thoughtful. Staff encourage the children to comment and express their thoughts and feelings openly, children often resolve any issues themselves giving consideration to

the feelings of others. For example, a dispute over a bike outdoors led to the introduction of a sand timer with which the children decided to time their turns so that no one, "missed out and they could all be happy". Children find out about the natural world as they plant flowers in the garden and discuss the weather. The nursery is proactive in forging links within the local community to develop children's knowledge and understanding of the diversity of the wider world in which we live. Children of all ages enjoy stories and books both independently and when part of a group. Children confidently use technology resources in their play and explore their creativity as they self select from a range of art and craft materials and play the musical instruments. Staff promote children's health extremely well as they help younger children to become aware of their bodies through topic and everyday events. Through their actions, older children demonstrate a clear awareness of the importance of keeping themselves healthy through personal hygiene and good nutrition. Children have very good access to fresh air and exercise in the well thought out garden area and specialist practitioners offer children further opportunities to develop physical skills, for example, Tai chi and football.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.