

Wendy's Private Nursery & Pre-School Group

Inspection report for early years provision

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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

Wendy's Private Day Nursery and Pre-School Group was registered in February 2000. It is the sole childcare facility operated by a private company. It is located close to the town centre of Heywood, near Rochdale, Lancashire. Children are accommodated in five playrooms, each with individual bathroom facilities. There are two secure outside play areas. The premises are built on a hill and are spread over three storeys with main access to the ground floor at the rear of the building and a further door to the street at the first level. Internal access to the various floors is via staircases.

The nursery is registered to provide care for 71 children aged from birth to five years. In addition, the provision is registered on the Compulsory and Voluntary parts of the Childcare Register. This report does not include an evaluation of that provision, but it does include the provider's confirmation of compliance with the requirements of the Childcare Register at the end of the report.

There are currently 54 children on roll in the nursery and of these 13 receive the Nursery Education grant. Children attend both full time and part time to accommodate parents' needs. The setting supports children with learning disabilities and difficulties and also supports children with English as an additional language. The setting liaises with local schools.

The facility is open five days a week from 07.00 to 18.30 all year round, except for Bank Holidays. The out of school club is open from 08.00 to 18.00 during school holidays. There are 22 members of staff who work directly with the children. All of these, apart from one, hold relevant early years qualifications. The setting works closely with the local SureStart Team including the Early Years Advisory teacher and the Special Educational Needs (SENCO) team from Rochdale SureStart.

Overall effectiveness of the early years provision

A strong level of understanding of each child's individual needs, routines and abilities enables staff to effectively promote children's learning and welfare. Children are learning about the world around them because knowledgeable staff take time to promote a broad understanding of the wider society and build on children's interests. Strong links are developed between parents, external agencies, schools and health care professionals to ensure children receive any support they require. Self evaluation by the staff team, and taking views from parents, ensures priorities for development and improvement are highlighted and actioned by a proactive management team to further promote children's well being.

What steps need to be taken to improve provision further?

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

- ensure children have consistent access to appropriate activities and resources to continue to develop their knowledge and understanding of mathematical

- concepts and language
- increase opportunities for younger children to develop independence during meal and snack times
- continue to develop positive interactions between staff and children during outdoor play

The leadership and management of the early years provision

Children are well protected by secure policies and procedures which are actively implemented by members of staff. Children make good progress because staff are vigilant in promoting children's sense of security and well being. Robust measures are taken to ensure all staff undergo the necessary checks and a high quality induction before working alone with the children. A cohesive staff team is clear about roles and responsibilities, with well organised systems in place to promote the keyperson function. Children are well safeguarded because the staff are aware of their role in child protection procedures and these procedures are shared with parents.

There is a strong commitment to staff training to increase knowledge and understanding of the Early Years Foundation Stage. For example, all staff have recently undertaken a first aid course which was organised as in house team training. Staff work effectively with parents and external agencies to ensure children's needs are met. Well stocked notice boards in the lobby area show weekly plans, named photographs of keypersons and a further wide selection of useful, informative documentation is available to parents. Close links have been established with local schools to assist children with learning disabilities, and health care professionals such as speech and language therapists support children at the nursery.

Parents are involved in life at the nursery via the use of a suggestion box, newsletters, getting involved in daily activities and parents evenings. Results of parental questionnaires are fed back to parents via a short report describing the views expressed and the nursery's response. Parents say staff work in partnership with them to ensure consistent approaches to issues such as behaviour, toilet training and dietary requirements. Children are valued as individuals and members of staff work with parents to help children to settle in. For example, some members of staff speak additional languages and work with parents to identify keyword and phrases in the child's home language, whilst the use of an 'All about Me' book gives the keyperson more background information about all the children in their care.

A detailed self evaluation plan has been prepared, and from this staff have identified areas for improvement. Positive steps are being taken to enhance children's opportunities, with current emphasis being on developing the outdoor area. Recommendations from the previous inspection have been acted on to generally improve children's learning and development. Resources are of a good standard and are generally readily available with the exception of a lack of mathematical resources and imagery in one pre-school room.

The quality and standards of the early years provision

Children are making good progress towards the Early Learning Goals. They enjoy their time at the setting and benefit from positive learning opportunities. Effective use of the keyperson system ensures that individual children's progress is purposefully monitored, ensuring the next steps to learning are identified and addressed. For example, members of staff are very conscious of babies' abilities and place attractive play materials on the floor to encourage babies to crawl, stretch and grasp. Pre-school age children enthusiastically join in conversations about their holidays and their favourite pastimes. This conversation is encouraged by staff who then follow up the conversation with linking activities. Babies and children receive plenty of praise for their efforts and achievements. Systems are in place for pre-school children to receive rewards and recognition such as the 'Star of the Week' scheme.

Resources for children of all age groups are accessible, attractive and appropriate to children's age and stage of development. Staff are aware of children's interests and plan activities to support children in their learning. Parents complete forms over the weekend to describe activities that the children are interested in, or have undertaken when away from the nursery. This information is then used by the staff to plan activities for particular children, expanding on their interests. Knowing that one child was interested in cars, a 'car wash' was set up to wash the toy cars and this proved popular with many children. Children benefit from staff offering good levels of challenge and asking open ended questions to encourage the children to talk and share their views. Children's interest in the bug hunting is developing into song and story time and they thoroughly enjoy offering their suggestions of song titles to the group.

Children are beginning to learn about healthy lifestyles as consistent, explained routines encourage good practices such as washing before and after meals and after using the toilet. Preschool age children are developing skilful table manners and politely take turns in serving food and drinks. However, children under two years of age receive inconsistent support at meal times. They struggle to eat the food on offer as it is not cut into suitably sized pieces and only have a spoon to manipulate the food into their mouths. Children stay safe because staff are vigilant about health and safety matters. Regular use of antibacterial gels and sprays help reduce the risks of cross infection. Comprehensive medication, accident and illness procedures are shared with parents and effectively implemented to keep children safe and healthy.

The learning environment is welcoming, colourful and attractive to the children, with colourful displays of their artwork and photographs throughout the setting. Preschool age children's hand drawn pictures of a table setting with their names have been laminated to form attractive place mats. This encourages children to recognise their names and learn how to set the table. Children enjoy play sessions in the outdoor areas throughout the day. They particularly relish playing in the new 'bug hunting area' and talk with great interest about the bugs they have discovered. However, at times some members of staff do not actively engage with babies and children in the

outdoor areas which limits opportunities to learn.

Parents are actively encouraged to become involved with life at the nursery and have taken a great interest in new initiatives at the nursery. For example, when the staff instigated the use of treasure baskets for babies, parents were not sure of the value of these resources. After discussion between staff and parents, an information leaflet was prepared. Parents then saw the value of this activity, with some parents creating their own treasure baskets at home to enable the babies to continue their learning. Parents are given regular, good quality information about their children's progress and welfare.

Children are learning about their community and the wider world because the staff plan activities to help children to become aware of festivals such as Chinese New Year, Eid, Chanukah and Christmas. Children are learning about other languages as the staff provide positive role models and a teacher provides French lessons to the children. Children are becoming aware of the needs of others as they participate in charity fundraising events. Children's individual routines are highly respected by the staff. For example, babies sleep, changing and feeding times are clearly noted and adhered to, with the baby's routine, not the nursery's being paramount. Babies and toddlers are given lots of reassurance, cuddles and eye contact when in doors throughout the day which develops their sense of security and well being. From the baby room onwards, children are given clear, straightforward explanations about why certain behaviour is not acceptable and preschool children are very respectful of the nursery's 'Golden Rules' for behaviour. Staff are confident at challenging inappropriate language or behaviour with children, parents or other visitors to the nursery.

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?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.