

# Wellington Villa Nursery

Inspection report for early years provision

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**Unique reference number**

EY302503

**Inspection date**

02/03/2009

**Inspector**

Anne Mort

**Setting address**

1 Wellington Villas, Bury, Lancashire, BL8 2NX

**Telephone number**

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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**

Wellington Villa Nursery was registered in 2005. It operates from rooms within a terraced property and uses the basement, ground and first floors. All children have access to an enclosed outside play area at the front of the property. The facility is in receipt of funded nursery education and is registered on the Early Years Register and both parts of the Childcare Register. There are currently 65 children on roll. The facility is open from 07.30 to 18.00 for 51 weeks of the year and currently supports children with learning difficulties. Children who also attend another facility are transported to and from these facilities in a vehicle. The provider employs 11 staff, of whom 10 hold an appropriate childcare qualification. One member of staff is currently undertaking a childcare course. The nursery has good links with the local early years team, the nearby Children's centre and other support agencies.

## **Overall effectiveness of the early years provision**

Overall the provision is good. The nursery provides very effectively for children in the Early Years Foundation Stage. Children progress in their learning due to the knowledge and expertise of management, in the provision of suitable staff, a variety of resources and activity planning. Management has an extremely positive attitude towards inclusion. Children's individual needs are met because of the excellent communication with parents and outside agencies, in meetings, written information and daily conversation. The provider is pro-active in using the self-evaluation procedure to correctly identify the many strengths in the provision and acknowledge areas for improvement.

## **What steps need to be taken to improve provision further?**

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

- reconsider the equipment provided to accommodate children's sleep time, in order to promote all children's comfort
- develop the system that is used to monitor a child's individual learning journey to evaluate if the planned next steps have taken place and whether these resulted in a positive outcome for the child.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing, which includes an assessment of required adult: child ratios (Safeguarding and promoting children's welfare)

31/03/2009

## **The leadership and management of the early years provision**

Leadership and management in the nursery embraces change. Self-evaluation illustrates strong evidence of the setting's capacity for continuous improvement. Planning takes into account the provider's observations of work practice, alongside staff, parents and children's comments. The recommendations left at the time of the last inspection have been addressed. For instance, the expertise of an early years consultancy agency has been sought and their support is ongoing. This greatly improves staff knowledge about the Early Years Foundation Stage and is having a positive impact on children.

All staff have been subject to a thorough recruitment, vetting and induction process, to ensure they are suitable to look after children. Appraisals take place and staff's training needs are identified and well supported through attendance at both external and in-house training. Qualified first aiders are always on site and good planning secures first aid training, before a current qualification period expires. There is a clear system for the recording of accidents. Incidents are also recorded, where parental involvement and joint agreements between home and the nursery work in the best interests of the child.

Children's welfare is very well supported by the key worker system and the effective deployment of staff. All staff work well as a team and regular meetings take place. Management provide a good induction procedure that offers mentoring for new staff. As a result, they quickly become aware of their roles and responsibilities, including the procedures to follow with regards to safeguarding children and the reporting of concerns. Health and safety guidance notices are displayed in relevant areas within the nursery. Written risk assessments are in place with details noted about a potential hazard and the action taken. Consequently, children remain very safe in the setting. A risk assessment is available and made known to staff regarding outings, but this does not illustrate for each type of outing undertaken.

All families, including grandparents of children, are given great respect and made to feel very welcome, by the multi-language notices and both the written and photographic information on display. A fully inclusive and very welcoming service is provided for all children. The provision works in an extremely positive and professional manner with parents and outside agencies, both of whom are welcomed into the facility, to ensure all are fully aware of a child's learning, physical and emotional needs and to continually exchange information. This significantly enhances children's care and learning, as it enables children to receive all the support they need. Management also excels in their commitment to promote inclusion and safeguarding for children. The nursery is an affiliated member of the local Children's Centre and forges ongoing links, to be able to signpost parents to additional facilities. This enables full protection for a child and promotes a trusting partnership with parents.

Well written policies and procedures are in place, neatly filed, and readily accessible. These inform parents about the running and routine of the provision

and allow staff to revisit practice guidance notes to keep their knowledge base updated. Relevant and timely information is also effectively shared with parents in the form of the daily written messages about their child, newsletters, notice boards in the rooms and at the entrance to the facility. Meetings are arranged with parents upon request. There is a daily exchange of information between staff, the provider, who ensures she is present at the beginning and end of the day, and parents to promote the trust and harmony that exists between parents and the nursery.

## **The quality and standards of the early years provision**

Children are cared for within a similar age group. Each attractive room enables children to be comfortable in their own area and to access safe, suitable, age appropriate and challenging resources. There is a planned but flexible daily routine that promotes outdoor play on a daily basis. This allows babies and older children to use and develop their existing skills in both indoor and outside play. The provider uses her skills and excellent knowledge base to set up planning, in consultation with an outside agency and her staff, that reflects the learning and development requirements for all age groups. Parents are made aware who is the key worker for their child and discussions take place so that a child's ability and interests are made known to staff before a child starts. The provider anticipates children's needs for the move to mainstream education and engages in contact with the school the child is due to attend, to ensure a smooth transition period, for instance in knowing the systems in place to develop children's literacy skills and complementing it to provide children with a 'stepping stone' between nursery and school life.

Activity planning is undertaken around the same theme throughout nursery, with different use of resources and differing expectations and end results, depending on the age of the children. Discussion takes place with children to ascertain their thoughts and interests about a topic and parents opinions are asked for and noted, thus partnership with parents is very well established. Each baby and older child has their own development folder, in which staff note their observations of play and record these with photographs and evidence of work, to demonstrate a child's experiences. There is a good system in place for monitoring a child's individual learning journey, with planning for how to take a child's learning further. However, there is sometimes no evaluation as to whether these planned next steps have taken place and if these result in a positive outcome for the child.

Staff are consistent in their approach towards children which meets children's emotional needs. Babies and older children's self esteem is naturally raised in the cuddles, one to one attention and praise given for attempts made. For instance, a baby walking unaided, a toddler spontaneously saying 'excuse me please' when wanting to move between adults and when pre-school children correctly predict the sound a certain instrument will make before it is used. Staff give children peace and freedom to explore their room area. As a result babies, toddlers and older children look at, handle and use the various, good quality resources at their own pace. Staff then gently and kindly join in, they sit at the children's level and engage them in conversation that develops children's understanding. For instance,

in the case of babies, of spoken language as a means of communication as they use their developing speech patterns to make their needs known. Children enjoy lovely relationships with each other and they play happily together, babies side by side as they explore the resources with support from staff. Sleep times are accommodated in line with home experiences and each child has their own cover. Some children have the use of floor mattresses and can stretch out in their sleep. Several are strapped into material buggies where, sometimes because of the size of the buggy in relation to the size of the child, there is little opportunity for free movement.

Children benefit from activities outside the nursery to widen their experiences and to help them develop their awareness of the local community. Photographic evidence illustrates children have had the experience of travelling by both a bus and on a train. The provider's extremely confident approach to equal opportunities actively contributes to children's positive attitudes to the wider community. This is complemented with access to a wide selection of resources and the celebration of a broad range of festivals that represent their own and other cultures.

A healthy lifestyle is encouraged. Children have the opportunity for fresh air and exercise in the use of outdoor play equipment and are taken on local walks. Children's health is further promoted because children's dietary needs are given full consideration as evidenced by the written menu on display for parents. The nursery has achieved a 'Gold Award' for two years running, from the local primary care trust regarding food hygiene and healthy eating. Children wash their hands at relevant times of the day and are furnished with suitable toiletries that promote their independence. They are fast developing social skills as they sit together at the meal table, saying 'please' and 'thank you' spontaneously. Staff present meal times as relaxed, social occasions. In baby rooms ample time is given for the children to either be fed by a member of staff or when attempting to use a spoon and fork and they are quickly developing fine motor skills.

Children's talking and listening skills are very well promoted, for instance, in 'circle time', when they are all invited to sit together and contribute information and ideas. As a result some children are confident communicators and they enjoy the conversations. Staff encourage children to be aware of other languages. Parents of children whose family background contains another spoken language are happy to provide key spoken words, written words and nursery rhyme tapes in a foreign language, thus children become aware of and use other languages and different speech patterns.

There are good opportunities provided for children to use information and communication technology to support their learning. In the pre-school room many children are adept at manoeuvring the mouse to start up and play a matching game when using the computer software. The children seated at the computer table self manage their learning and support each other as the game progresses. They fast develop negotiating skills and are very confident to make decisions and manage the fairness of whose turn it is next without adult help. This promotes their personal, social and emotional development. Babies, toddlers and older children are all very happy and well settled. This is due to good leadership, where the provider secures training to further the expertise of committed nursery staff,

resulting in all working in a calm and positive manner. This significantly promotes children's emotional security and enhances their all round learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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.