

Whittleigh Wise Owls Two

Inspection report for early years provision

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Inspector

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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 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

Whitleigh Wise Owls Two is one of two nurseries operating on the Woodleigh Learning Campus, which includes Whitleigh Primary School and Woodfield Primary School in Plymouth, Devon. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time. There are currently 48 children aged from two to under five years on roll. The nursery is open each weekday from 08:00 to 18:00 during school term only. The nursery currently supports a number of children with learning difficulties and/or disabilities. All children have access to a secure, enclosed, outdoor play area. The nursery serves the local area. There are 5 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. It is supported by specialist services within the Local Authority and by the Neighbourhood Nursery initiative.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The environment is well organised and inviting to children. Themes and activities are well planned which help children make progress towards the early learning goals. Parents are welcomed into the setting and their involvement in their child's learning is encouraged. Systems to evaluate the service help to make continuous improvements for the service and the outcomes for children. This also shows the setting's capacity to improve.

What steps need to be taken to improve provision further?

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

- further develop access and use of outdoor area to provide a free flow area
- further develop the observation system in place to clearly identify the next steps in children's learning and development to include the evaluation for success or improvement
- develop an awareness of the sound levels within the learning environment to enable children to concentrate on activities
- continue to develop systems ensure staff remain suitable to care for children

The leadership and management of the early years provision

Children are safeguarded as staff follow effective child protection procedures to ensure that any concerns are appropriately recorded and reported. Following a recent investigation visit the management team have introduced new procedures to ensure children's safety is not compromised. For example, locks have been placed on doors to deny access to premises without staff's prior knowledge. The security into the building is good and all visitors ring a bell to gain access to the nursery; they are required to sign in and out of the building ensuring an accurate record of all those coming into contact with the children is maintained at all times.

Staff are well deployed to ensure children are well supervised within the nursery environment. Clear procedures are in place to reduce the risk of infection. A new system of recording accidents has recently been implemented and staff are fully aware of procedures to follow should a child fall ill whilst in their care. There are robust systems in place for ensuring that all staff are appropriately vetted before they begin working at the setting however, the systems to ensure staff remain suitable to care for children are not fully in place. Organised parent consultations enable parents to review and contribute to children's learning and development records. A self-evaluation system is in the early stages of development, using previous tools as a starting point and involving the staff team. This has contributed to the identification of relevant strengths and targets for further improvement.

The quality and standards of the early years provision

Children clearly enjoy being in this environment. They enter the room with enthusiasm and seek out their friends. They happily play in small groups without adult intervention, developing their own version of 'snap'. Staff plan an interesting range of activities, and enthusiastically encourage children's imagination by posing open ended questions, and allowing children to take the lead in role play. At times however, the learning environment becomes very noisy and therefore not conducive to children's learning or their concentration levels. All areas of the children's development are met. Staff are confident in adapting their planning to maintain the children's curiosity. For example, they confidently adapt a counting activity around the popular 'safari role play' engaging children's interest. Children have ready access to their achievement files, taking great pride in showing photographs and craft activities and relish in discussing the 'smelly feet' printing. Records show learning journeys, areas that are identified are transferred to planning by the key worker. However, this is not fully followed through to show evaluation for success or improvement and consequently sharing with parents is not fully in place.

Children are encouraged to share with their friends, and if differences do occur staff effectively help them to resolve their conflicts. The indoor learning environment is well organised, enabling children to access resources independently, increasing their freedom of choice and decision-making skills effectively. Staff interact well with the children, sitting at their level and talking to them, introducing new vocabulary and encouraging them for example to identify 'colour of the week' to everyday experiences. As a result, the children learn and make progress without realising because they are having such fun. Children use the computer with ease and show good mouse control, they confidently show adults how to place discs in the lap top and select programmes. They have access to the computer on a daily basis and are very familiar with the equipment, promoting their understanding of information technology effectively from an early age. Children learn about the wider environment as they celebrate various festivals; parents are encouraged to provide additional resources and guidance of their own culture to build on staff's knowledge and to enable children to gain a wider understanding.

Children are provided with good opportunities for developing their independence skills. The organisation of the rooms provides plenty of space for children to move around in, and provides children with the opportunity to choose additional

materials to play with. The 'open snack' provision offers children the choice of when they wish to access refreshments. Children can choose from a range of whole fruits, staff are on hand to cut into smaller pieces or remove skin if they prefer. Children learn about good hygiene as they regularly wash their hands and remind their friends to wash their hands before taking part in cooking activities. Children have access to an enclosed outdoor area and although is used at times throughout the day it is not used to its full potential as an extension of the indoor learning environment.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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