

The Wishing Willow Children's Day Nursery

Inspection report for early years provision

Unique reference number	EY321503
Inspection date	19/02/2010
Inspector	June Fielden
Setting address	Wishing Willow Nursery, 1 The Drive, Banstead, Surrey, SM7 1DF
Telephone number	01737 851116
Email	wishingwillow@casterbridgecae.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Wishing Willow Children's Day Nursery is one of 27 nurseries run by Casterbridge Nurseries Limited. It opened in 2006 and operates from within a purpose-built premises in a residential area of Banstead, Surrey. There is a fully enclosed outside play area, suitable for all age groups. The nursery is arranged on two levels. Babies and toddlers are located on the lower levels and older children use the first floor. There is also a designated physical and sensory room. The nursery is open from 8am to 6pm each weekday throughout the year. An extended day can be provided from 7.30am to 6.30pm, by prior arrangement. There is also provision for an after school club and holiday play scheme for older children, but these are not currently operating.

A maximum of 133 children under eight years may attend the nursery at any one time. There are currently 140 children from three months to the end of the early years age range on roll, attending for a variety of sessions. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 31 members of staff, 18 of whom hold early years qualifications to at least level 2. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of children's individual requirements in order to effectively develop their welfare, and provide them with an extensive range of activities to promote their learning. Children are cared for in a secure and friendly environment where their needs are well met by friendly staff. Staff have an extremely good relationship with parents and liaise exceedingly well with others involved in the care of children with special educational needs and disabilities. The setting is aware of its strengths and areas for further development. Staff effectively promote diversity and offer children an inclusive service. Although there is a breach of a specific welfare requirement relating to documentation, this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

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

- ensure that the daily record of the names of children looked after on the premises includes children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 28/02/2010

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

- ensure that the risk assessment covers everything with which a child may come into contact, including any wires that are accessible to them

The effectiveness of leadership and management of the early years provision

The designated staff at the nursery understand their legal responsibilities to ensure children's welfare. The settings broad range of policies and procedures, including one on safeguarding, are understood by staff and parents. The purposeful relationship staff have with parents enables them to regularly exchange information with them, to further assist in safeguarding children. Efficient vetting procedures ensure that all staff working with children are suitable to do so. Well organised risk assessments are in place to maintain children's welfare. Although the exact times of children's arrival is not recorded in every room in the nursery, the names and number of children present in each room is noted on a small whiteboard. The staff are therefore well aware of which children they are responsible for. As a result, this has negligible affect on children's welfare. Staff work well together well as a team to ensure the smooth running of the nursery. The manager is committed to continually improving the setting, and is well supported by her staff.

Staff effectively use training opportunities that are available to them to extend their knowledge and improve outcomes for children. Space is exceedingly well organised in the nursery and the different rooms are arranged in an imaginative manner. There is a substantial range of toys and equipment in each room, which is easily accessible, allowing children to independently choose the resources they wish to play with. Children grow plants in the outdoor area and staff effectively raise their awareness of recycling. Staff celebrate festivals from other cultures with children, such as Chinese New Year, and there are displays relating to these events. Words in other languages are placed around the nursery for children to see. At circle time staff teach some of these to the children, showing that they value the other languages some of the children speak. Children also learnt one of their songs in sign language for their Christmas performance. The nursery sees their use of questionnaires to gauge parents' opinions, and the way in which management regularly meet with parent representatives as some of their strong points. Also, the introduction of a children's pre-school committee allows children to meet with staff and say what they would like to see happening at the setting. The nursery has met the recommendation raised at the last inspection, as they have now reviewed and improved the documentation for recording children's observations.

The nursery has an excellent relationship with other professionals involved in children's care. Outside agencies supporting children with special educational needs or disabilities are welcomed into the setting. Staff provide additional resources to assist these children where necessary. They also have an extremely

good understanding of how to make links and communicate with other settings when children attend more than one provision. Parents are provided with substantial opportunities to be involved in the setting and their child's learning, and there is a parent nursery association to enable them to voice their opinions effectively. They can pass on their own observations of their child to be added to their development records. The nursery also provides suggestions for activities parents of the older children can carry out with their child. Parents are kept extremely well informed about what is happening at the setting through information on the notice boards and the regular newsletters they receive. The planning is also displayed in each room for them to see. Parents speak highly of the provision and the level of care offered to their child. They are able to see their child's development records on request, and speak to their child's key person whenever they wish to. Regular meetings with staff are also arranged for parents, and a suggestion box is available for them to offer their ideas.

The quality and standards of the early years provision and outcomes for children

Children make significant progress in all areas of learning as a result of the comprehensive planning carried out by staff. Planning is produced in the same format throughout the nursery to ensure continuity and consistency. This is based on the regular observations staff make of children, and which are used to assess them and plan for their next steps in learning. There is an excellent balance of adult-led and child-initiated activities, and a flexible approach towards putting the planning into action. Children's progress can be tracked through the well completed individual achievement records staff keep on each child. Younger children are extremely well supported by staff during their role play. For example, one member of staff was talking to a child while they were pretending to do the ironing, and getting them to think more about what they were doing, to extend their play. Staff provide some living creatures in each room in the nursery for children to care for. The younger ones have a tank of goldfish, while the older ones have giant snails with their young. Staff get these out of their tank for the children to examine when they are fed. Children look at them through magnifying glasses, while staff remind them of how they should treat them carefully, so that they will not hurt them. All children are encouraged to develop mark-making skills and to write their own name from an early age. Older children get out their own name card to check that they are doing this correctly. Children in the baby room sleep according to their own routine, while those in the other rooms have the opportunity to rest on sleep mats after lunch. They are provided with excellent opportunities to exercise in the spacious, extremely well equipped outside area. This is divided into different sections, and children can engage in activities such as riding around on the small bikes, using the climbing equipment in the soft surface area, or play in the large sand pit.

Children are offered a healthy diet, and fruit and vegetables are included in their meals. The nursery's menu is made available to parents, and all staff are aware of children's allergies. Water is accessible to children at all times to ensure they are not thirsty. Children follow healthy routines, such as washing their hands after they have been playing in the garden and before they eat to maintain their welfare.

Their understanding about keeping themselves safe is well developed by staff. A safety week is arranged for children, when staff from organisations such as the police and the fire brigade are invited into the setting to speak to them. The pre-school staff also ensure that the older children all have the opportunity to be a 'safety spy' for the group. When it is their turn children are provided with a simplified copy of the risk assessment for the outdoor area. They then check this area, and put a mark against anything they think is dangerous, and discuss this with a member of staff, raising children's awareness of how to keep themselves safe. There is a broad range of safety measures in place throughout the nursery, including the use of gates to prevent children accessing certain areas unsupervised. Also, staff regularly practise their fire evacuation procedure with children, and keep a record of when these are completed. Although, there are currently some wires accessible to children in some areas of the nursery. Staff are always positive with children, promote good manners with them, and teach them to take turns. They use their golden rules to raise awareness of expected behaviour, and children in the pre-school rooms are involved in writing these. Information and communication technology is extremely well promoted throughout the nursery, and staff successfully introduce the pre-school children to numeracy and literacy skills that will assist them when they make the transition to school.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 28/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 28/02/2010