

Wishing Well Daycare Ltd

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Wishing Well Daycare Ltd is a private, purpose-built provision. It registered in September 2002 and is based in Cottingham, a village in the East Riding area of Yorkshire, some six miles from the centre of Hull. The nursery is open Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and over the Christmas and New Year period. It is registered to care for a total of 48 children under five years of age. Currently there are 89 children on roll. The setting is registered on the Early Years Register. Children who use English as an additional language and those with special educational needs are welcomed and supported.

Children are cared for in rooms according to their age and ability. Each room is self-contained and has direct access to an enclosed outdoor play area. Children are cared for by a staff team of 13 plus the manager and proprietor. All hold a recognised childcare qualification. The nursery employs ancillary staff, including a cook, cleaner and a general maintenance worker.

The setting has built strong links with local schools in the area and receives support from early years teachers. They are members of the National Day Nurseries Association and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are respected and valued as individuals. Their specific needs are acknowledged and well met by a kind, caring and supportive nursery team. Adults work in close partnership with parents and stakeholders, including others who deliver the Early Years Foundation Stage. A strong commitment to training and professional development for all team members is evident. Those in charge have a clear vision for the future and are successful in making and sustaining improvements.

What steps need to be taken to improve provision further?

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

- improve the setting's planning systems to clearly show how children's next steps in their learning are being consistently planned for and met.

The effectiveness of leadership and management of the early years provision

The setting has in place a varied range of written policies and procedures and effective systems that contribute to the safeguarding of children and the overall safe and efficient management of the provision. These are shared effectively with staff and parents. The nursery team work very well together. They are well

qualified and demonstrate a strong commitment towards ongoing training and professional development. This means children benefit by adults' secure understanding of meeting children's welfare needs, appreciating how they learn and develop and positive action to keep them safe and healthy.

Strong links in place with parents, ensure adults are kept well informed. Effective information sharing means children's needs are well met. This includes identifying children's starting points to plan and prepare for progression and development. Children's learning journeys are used to record their achievements and identify areas for action following assessment. Photographic evidence, examples of work and planned and spontaneous written accounts of observations made on children, help to form a clear picture of their capabilities and plan for the next steps in their learning. Current planning and monitoring systems, firmly in place, do not reflect this well enough to ensure all adults are informed and compliment tracking systems already established.

Adults have a good knowledge of each child's background and needs, including those who may benefit from additional help. Partnerships with parents and interagency teams ensure children receive support to promote their well-being and assist them to develop to their full potential. In the wider context, well-established partnership working ensures progression and continuity of care and learning. There is a positive commitment of those working in the setting to bring about improvements, particularly with regard to outcomes for children. One area of focus is to ensure effective and appropriate staff development to meet current and future change. The manager's drive and ambition for the setting is infectious and staff respond by adopting positive practices, by increasing qualification levels and providing care and learning opportunities for children to a high standard.

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

Children make good progress towards the early learning goals in all areas of learning. They also make good progress overall in developing personal qualities that enable them to develop skills for the future. Children are interested, motivated and active in their learning. They benefit from a broad and balanced programme of education that is shared between activities that are adult-led or child-initiated. Children are confident and happy in their surroundings, including the outdoor environment. They happily participate in tidying away after themselves and are familiar with where resources are stored. The setting has very successfully put into place a successful free-flow system for children, allowing them access to indoor or outdoor play as they wish. This includes the babies who are able to confidently make their way outside to play. Adults ensure that areas outside are free from hazards and apply high levels of supervision to maintain safety.

A broad range of toys, resources and equipment is in place for children to access and systems are established to replace supplies as and when necessary. Recently, equipment to support, develop and enhance children's physical skills and outdoor play has been introduced. In addition, the new resources support and expand other aspects of learning, for example, imagination, communication, co-operation,

negotiation, knowledge and understanding and creativity. Adults' frequent use of open-ended questioning, helps children to share and develop their ideas and think critically. Babies are beginning to learn early skills to support future learning and show an interest in their surroundings. They benefit from activities to develop sensory awareness, such as playing with jelly, sand and water.

Children are secure and develop a sense of belonging to the setting. This is supported by adults who introduce them to effective health and safety routines, display their creative work and photographs around the setting and provide places for them to store personal belongings. The range of activities and good use of resources helps children understand, for example, about other cultures and religions, of everyday information and communication technology and of their local community and specialists within it. For instance, the fire service and dental hygienist. Children are encouraged to adopt active lifestyles and learn the importance of a healthy diet, effective personal hygiene routines, frequent access to fluids and regard to sun safety. Children form positive relationships and behaviour is exemplary. Older children are well prepared for transition from the setting to school; they develop positive attitudes to learning and show desire to participate and a willingness to make choices and decisions.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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	2

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