

# Wingate Private Day Nursery Ltd

Inspection report for early years provision

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EY266488

**Inspection date**

05/11/2009

**Inspector**

Dawn Bonica Brown

**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**

Wingate Private Day Nursery Ltd was registered in 1992. It is privately owned and operates from a detached property set in its own grounds close to the centre of Keighley. Children are cared for in six playrooms which are split into four main areas according to their individual age groups. There are secure areas for outdoor play.

The nursery is registered to care for children on the Early Years Register and there are currently 96 children on roll. It is open weekdays throughout the year from 7.30am until 6pm. There are 19 members of staff working with the children, of whom 13 hold an early years qualification and four are working towards a qualification. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting recognises the uniqueness of each child and ensures that the needs of all children are routinely met. Every child is supported so that no individual is disadvantaged and all children make progress in their learning and development. Children's welfare is promoted well in almost all areas and partnerships with parents and external agencies are used to promote good quality education and care. The setting takes effective action to tackle any identified weaknesses and their plans for the future are well targeted to bring about further improvement to the provision and good outcomes for children.

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

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

- maintain more effective records for sharing with colleagues in an inter-agency team while supporting children and their families, and ensure that the settling-in procedures are effective for all children.

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

The setting demonstrates high ambition and a strong capacity to make necessary improvements. Adults use effective systems to monitor and evaluate the impact of any improvements made. The recommendations from the last inspection have been addressed effectively and all staff and parents are involved in the self-evaluation process. Management use regular parent questionnaires, and staff consult children about their suggestions for improvement and look at accident records to identify areas of risk. The setting also canvasses the opinions of other agencies to identify further areas for improvement.

Staff ensure that the learning environment both indoors and outdoors helps children make good progress towards the early learning goals. Areas accessible to children are welcoming and inviting. Resources are accessible and well organised. A good range of equipment in all areas promotes children's independence so that they are busy and highly involved in their self-chosen tasks. For example, they use the sellotape skilfully, apply a date stamp to letters in their 'office' role play and use post-it notes to write. A good range of equipment in the sand play corner includes sieves, trucks, scoops and large and small containers that children help themselves to from adjacent shelving.

Inclusive practice is promoted well so that all children have their welfare needs met and achieve as well as they can regardless of background. The nursery currently cares for children with disabilities and special educational needs and, in most instances, work effectively with support agencies to ensure that the care provided meets their needs successfully. However, the individual educational plans for children with special educational needs are not consistently recorded. Children's special talents are recognised and promoted and children with English as an additional language are well supported to succeed and gain confidence in their extra language skills. Strong emphasis is given to promoting equality within the setting and children from a range of backgrounds make good progress.

Staff demonstrate excellent safeguarding awareness and apply their knowledge of child protection well. They follow exemplary practice in maintaining the records, policies and procedures required for the safe and efficient management of the setting and to ensure that the needs of all children are met. For example, policies are reviewed regularly and updated as necessary. They are comprehensive so that parents receive good quality information, such as the exclusion times for contagious ailments or illnesses in the sickness management policy.

Good links have been established with parents through effective systems of communication. Parents express positive opinions of the staff and the childcare environment. They comment very favourably on how well the children are encouraged to socialise. Parents feel confident in the safety arrangements, such as finger-guards on every door and low level visibility panels on playroom doors. They feel reassured by the closed circuit television monitor and are very happy with the variety and quality of the meals. Parents are highly involved in their children's education and care. Relationships between parents and staff are excellent. They receive useful information through talking to staff, reading the newsletters and their children's records.

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

Staff demonstrate good knowledge and understanding of how children learn and develop so that they support children well across all the areas of learning. Through the key worker system, they have established strong attachments with children very quickly. Settling in procedures are effective for most children, however, staff do not make sufficient use of available information to support those children

experiencing extra difficulties with settling in.

The setting provides well planned, purposeful play so that each child is offered enjoyable and challenging experiences. They teach children to behave in ways that are safe for themselves and others by showing them how to use equipment appropriately and by involving pre-school children in the development of their own rules for the room. Staff are good role models and praise children for being kind to each other.

Staff help children to be active in all types of weather and to understand the benefits of physical activity by listening to their request to have a wider range of indoor equipment outside and equipping them in all-weather suits when necessary. Outdoor play is made interesting because staff encourage creative play activities outside, such as exploring the properties of water with tubes and hoses. Staff ensure that children receive daily opportunities to practise physical skills, such as climbing, balancing, throwing and catching and learning to manoeuvre wheeled toys.

From a very young age, children understand and adopt good hygiene practices by using resources that support their independence. For example, low level sinks in the playrooms encourage children to remember to wash their hands before eating snacks, so that by pre-school age, they understand the underpinning knowledge about hygiene and are independent. Children gain this knowledge through a variety of activities and are enthusiastic about clearing away after themselves and helping staff to clear away after meals.

Babies develop an interest in exploring their environment through stimulating resources that include treasure baskets, with a range of interesting materials to scrunch, squeeze, shake, bang and experiment. They test silver paper, use brushes on their bodies, bang gourds that sound hollow and are attracted to a wall-mounted activity centre that encourages them to crawl, pull themselves up and experiment with twisting, poking and pulling, as well as investigating their reflection in the mirrors.

Children make good progress in communication, literacy, numeracy and information technology. They learn to recognise numbers using a keyboard in their 'office' role play and from the start they gain an interest in listening to stories. Staff tell stories that integrate learning. For example, children construct a bridge for 'billy goats' to cross and use soft toy goats to enact the story of the 'Billy Goats Gruff' as they listen to it. Children's interest in information and communication technology is promoted well through the use of computer programmes, such as one to help them make patterns on screen, gain hand-eye coordination using the mouse, and to save their work. They use a cassette recorder in the music area to select music of their choice and adjust the volume levels.

Information from observation and assessment is used successfully in most instances to plan activities that meet the needs and abilities of each child. Some staff demonstrate an excellent understanding of children's significant achievements and identify clearly how the next planned activity will help each child to achieve the next steps in their development.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2

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