

Wiz-Kidz Nursery

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

Wiz-Kidz Nursery registered in 1992 and re-registered due to a change of charity number in 2010. It is run under the organisation of the City Church. It operates from a church building in the centre of Grimsby and is located close to local amenities, serving the local and wider community. The setting has achieved level 1 in the local authority quality assurance scheme. The setting has two playrooms, kitchen area, office, staff room, and storage and toilet facilities. There is secure outdoor play space available to the children to the rear of the premises. The setting is registered to care for up to 35 children within the early years age range, offering places to children aged from birth to five years. There are currently 75 children on roll. The setting receives funding to provide free early education to children aged two to four years and is registered on the Early Years Register.

The setting offers full day care from Monday to Friday during term time and children attend for a variety of sessions between 8.30am and 4.30pm. The setting offers a lunch club for children attending, as required. Care is also available, occasionally, during school holidays. The setting cares for children for whom English is an additional language and for children with special educational needs and/or disabilities. Nine staff are employed to work at the setting, of these eight hold recognised early years qualifications and one is unqualified. The manager has achieved an Investors in People award. The setting works closely with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a stimulating and safe environment where staff work hard to meet children's individual needs effectively. In relation to their starting points all children make good progress in their development and learning. Most aspects of the learning programme are carefully considered and work well in helping children progress. Well-established policies and procedures are used to ensure children's welfare is safeguarded. Excellent evaluation of the setting leads to continual improvements being made. The setting develops very strong links with other agencies, and most aspects of the partnership with parents and carers promote children's well-being and learning. There are good systems in place to link to other providers children may attend in the future.

What steps need to be taken to improve provision further?

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

- consider ways of encouraging children to show an interest in books
- continue to develop links with parents to encourage them to be more involved in their child's learning.

The effectiveness of leadership and management of the early years provision

The setting has a wide range of policies and procedures that supports the smooth running of the setting. The staff undertake specific responsibilities, enabling them to develop good expertise in their particular area. The manager takes the lead in all health and safety issues. She has undertaken safeguarding children training to level 2 and understands the procedures to follow should there be any concerns about a child's welfare. Thorough appointment and checking procedures ensure all staff working with children are suitable to do so. All areas of the setting used by children are comprehensively risk assessed, with daily safety checks being undertaken before children arrive.

This is a setting with a clear vision for the future and an excellent attitude towards ensuring ongoing improvements are implemented. Very comprehensive evaluation of practice includes input from all staff and parents, whenever possible, through discussion and questionnaires. This process means the setting can successfully identify areas for improvement. Rigorous monitoring of the learning and development provision and the progress children make in relation to their starting points, help staff to successfully make changes which enhance children's learning. For instance, staff realised that many boys did not show an interest in making marks; they noted that boys, on the whole, became more engaged in such activities when working on the floor with large pieces of paper and chunky felt tip pens. So activities, such as making maps and shields and designing a flying carpet, were provided to capture their interest.

The premises is a clean, welcoming and print and number rich environment. The two indoor areas are well resourced and arranged so that children can make their own choices in play and access items themselves. For example, children confidently use the well-resourced creative area. The purchasing of new items reflects the needs of the group who are attending at the time; for instance, staff recently purchased a tepee frame to create a place where children can go for quiet times, or to talk to their friends. The setting provides very good support for children who speak English as an additional language, and for children with special educational needs and/or disabilities. Any concerns are very quickly identified and outside agencies involved whenever necessary. All children have clear targets to work towards and are well supported by staff, sometimes on a one-to-one basis. At enrolment, very comprehensive details about all children are gathered from parents. Some basic words in the child's home language are used by staff to help children settle. Several notices and children's learning aids, such as number names, are displayed in different languages. The setting can access interpreters if needed and works closely with parents to make sure they understand any exchanges of information. Staff within the setting reflect our diverse society and help to raise children's awareness of diversity, for example, by the sharing of special celebrations.

The setting asks for parental permission to share information regarding their children's progress with other settings. Children's learning journeys and their tracking sheets are given to parents to share with any new settings children

attend. Transition arrangements with the main school that children move on to are good. Currently no children attend other settings, however, the nursery is fully aware of their responsibility to share information in order to help children's progression. Good quality information is available to parents at enrolment. Staff work hard to build relationships with parents and there is an open door policy in place, with additional staff at the start of sessions to allow staff time to talk to parents and make them feel welcome. Discussion is often used to share information about children's progress, although parents are made aware they can access children's profiles at any time. The manager completes the induction process for all parents and children, enabling her to become familiar with them and their particular circumstances. However, parents are not often involved in their child's learning, and ideas for the extension of children's learning at home are not always identified in children's profiles.

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

Staff plan a wide range of interesting activities which are targeted to the children's individual needs. Children are well supported through the key worker system and, if needed, by one-to-one workers. This means that children are happy to attend and are very settled. Children are very motivated and interested in what they are doing. Clear routines are followed with a good mixture of adult-led and child-initiated play, both indoors and outdoors. The routine, which is displayed in picture form and also relayed clearly to children, helps them to feel secure, and learn about appropriate behaviour and how to work as part of the group. Very good written observations of children's progress and tracking systems help to give a very comprehensive overview of individual children's attainments. Therefore, key workers can confidently identify areas children need to work on to help them to progress. This means that in relation to children's starting points, good progress is made. For the most part, children are fully engaged in activities and the learning environment encourages them to become increasingly independent; for example, they select their own choice of snack and drink and choose activities and resources.

Children are encouraged to think about shapes, and to sort, match and make patterns with shapes and colours. They learn about the passage of time as they use a sand timer to take turns with a particular toy. Staff consistently encourage children's language development through discussions and questioning children as they play. Sign language is used as another way of communicating with children, which particularly helps children who have special educational needs and/or disabilities, or those for whom English is an additional language. However, although there are two places where children can choose to look at books, they are not always displayed in an attractive manner and most children do not show an interest in books. Staff use real-life experiences to help children learn about the natural world. For instance, recently children expressed an interest in a number of snails that were seen in the outdoor area and staff then used this interest to help them learn more about snails and how they live. Children explore a wide range of materials with interest. They are challenged by staff to talk about the textures of materials and how they feel.

Staff are very vigilant about the safety of children; they are careful with security and make sure a staff member is always on the door when parents are arriving with children. They carefully count the number of children they have when they take them to the outdoor area, make sure the play area is secured and count the number of children they take back. Routines, such as the regular evacuation of the premises, help children to start to learn about managing their own safe boundaries as they learn what to do during the procedures. Children learn about the importance of adopting healthy habits. They take part in regular activities and action rhymes which encourage them to be physically active and to understand the importance of drinking water regularly. Children have the opportunity to use climbing equipment outdoors and a good variety of wheeled toys. Healthy snacks are available to children, for example, cereals, apples, carrots and pears.

Very good measures are put in place to help children feel a sense of belonging, understand their own feelings and manage their own behaviours. Consequently, and for the most part, children behave very well. Children are encouraged to think about how they feel when they come into the nursery. They put their picture onto a feelings board where they identify their own mood. This alerts staff to how individual children are feeling as they arrive. Staff help children to resolve their differences in an appropriate manner; for example, when a child would like to have a turn on the computer, they are encouraged to find another chair and sit and wait rather than causing a conflict. Praise, encouragement and stickers are consistently used to encourage appropriate behaviour, such as listening carefully. Many children show good skill when using a computer and have access to a range of equipment, such as a music centre and CD player, that they can use themselves.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
The extent to which children develop skills for the future	2

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