

Wishing Well Private Day Nursery

Inspection report for early years provision

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Inspector	Rachel Ayo
Setting address	Crow Nest Road, Bingley, BD16 4HQ
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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 Private Day Nursery was registered in 1996 and is run by Dargan Childcare Ltd. It operates from a converted school building, supported by two terrapin classrooms in the nursery grounds. There are two entrances to the premises, one of which is accessed by a small number of steps. The nursery is situated close to Bingley town centre, in Bradford, West Yorkshire and serves the families living within the local and wider communities. All children have access to two outdoor play areas, one of which is a grassed area.

The setting is registered on the Early Years Register and may care for a maximum of 66 children. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year and there are currently 97 children on roll aged from eight months to four years. The setting receives funded nursery education for those children eligible to receive this.

The nursery employs 24 staff, 21 of whom work directly with the children and five of whom work part time. Most staff hold appropriate early years qualifications; four have attained a level 4 and two staff members are working towards a level 2 qualification. The setting receives support from the local authority and the early years designated nursery school. The setting is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. As a result of the excellent leadership and management, there is a strong, consistent commitment to promoting children's welfare, learning and development. This is, unquestionably, successfully achieved. Space is organised creatively to meet children's individual needs and a vibrant, rich and varied environment, coupled with meticulous individualised observational assessment and planning, means that children make very rapid progress towards the early learning goals. Superb partnership working with parents, results in children's individual needs being met to an excellent standard, and links with external professionals are generally very effective in ensuring continuity in children's care and learning. Reflective practice is outstanding and permeates throughout the provision to ensure outcomes for children are continually improved. Self-evaluation at all levels, reflects rigorous monitoring and searching analysis of what the setting does well and areas for development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop links further with other providers delivering the Early Years

Foundation Stage in order to fully promote a consistent approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

Highly comprehensive policies and procedures and very effective record keeping systems, ensures that children are safeguarded. These are regularly reviewed and updated, including reflecting national issues, which could potentially impact on children's welfare. For example, there is new guidance on the use of mobile phones as part of the child protection policy. This incorporates the use of the nursery phone only on outings because it has no camera facility. In addition, at the time of the swine flu pandemic, new procedures were devised. Booklets were given to staff, parents received letters, and information, posters and a checklist was obtained from the health service. A wide range of additional information is obtained to support the rigorous recruitment and vetting of staff, ensuring that management are fully aware of current practice and future changes in relation to keeping children safe, such as, the new Independent Safeguarding Authority. Robust induction of staff ensures they have a high level of awareness of their roles and responsibilities, such as, in child protection, and in implementing the setting's policies and procedures consistently. Risk assessments are extensive and very effective in identifying and minimising hazards, and accident records are monitored regularly to identify any patterns of reoccurring incidents that need addressing. Security systems are rigorous in preventing unauthorised access to the provision, and health and safety notices fully support safe practices.

High staffing levels and excellent deployment of staff and monitoring systems, supported by computer software programmes, results in children receiving high levels of support and attention. Consequently, they thrive and develop significant levels of self-esteem and confidence. A highly accessible environment ensures inclusion for all; even very young children can make choices through the well considered use of space and resources. A strong commitment to training, along with environment and inclusion audits, contributes further to equality issues. There have been successful reviews of planning, to ensure that the achievement gap is narrowed for particular groups of children, such as boys. In addition, the use of furniture and equipment has been evaluated along with enhancing the environment to ensure it reflects all aspects of diversity positively.

There are comprehensive self-evaluation systems, such as, development plans, regular management and staff meetings, annual reviews and robust links with external professionals. Parents' views are fully valued through questionnaires, suggestion boxes and consultations. Staff are effectively involved through reflective practice books, in-house training feedback forms and suggestion systems. Leaders and managers are exceptionally successful in inspiring the staff team towards meeting or sustaining ambitious targets, often spending time directly in the rooms to motivate, mentor and observe staff. There is an excellent commitment to the personal development of the provider and staff at all levels. This is achieved through in-house and external training, including attaining level 3 and level 4 qualifications, appraisals, personal development portfolios and

continuing personal development files. These systems contribute to the extensive continuous improvement of the provision. All recommendations raised at the last inspection have been fully embraced and addressed to improve outcomes for children, and quality targets continue to be set, such as, enhancing outdoors, following the successful application for funding.

Although there are no children currently being cared for with special education needs and/or disabilities, effective systems are in place to ensure inclusion. There are, however, children who have specific care plans, some of which are very complex, such as, particular dietary requirements that, if not fully adhered to, could result in severe consequences. First class links are held with health professionals, including dieticians and nutritionists and as part of the setting's 'shared care' they have invited other providers to attend training events, for example, how to use an epipen in the event of a child having a severe allergic reaction. There are generally very efficient systems for liaising with other providers delivering the Early Years Foundation Stage, although next steps in children's learning are not always fully shared.

Partnerships with parents and carers are exemplary. They are heavily involved in decision-making on key matters and tailored guidance and information is provided about precise ways parents and carers can support their children's care, learning and development. This includes supporting parents in gaining any specialist support services or managing certain types of behaviour. Channels of communication are extensive and highly effective. For example, there is a nursery prospectus, monthly newsletter, password protected website, open evenings, consultation meetings during transitional periods and daily record sheets. Children have visited parent's allotments and gardens, and parents and carers are invited into the setting, for example, to show a new baby to the group, write and record stories for the children, or attend first aid training. Parents comments are extremely complimentary about the service provided.

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

Children of all ages are happy, well settled and clearly enjoy their learning. They are extremely confident and self-assured because of the highly successful key person system and transitional arrangements for them moving on to a new room. Staff motivate and inspire children with their enthusiasm and very effective questioning techniques, and children play a dynamic role in their learning and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, and concentration as they take part in a wealth of interesting activities, thoroughly planned across the six areas of learning. Excellent planning for individuals means that children flourish in an environment where activities are tailored to the needs and abilities of each of them. Parents are highly involved in supporting their children's learning, for example, through 'starting points' consultations and review meetings.

Children demonstrate exceptionally positive behaviour as a result of first class support from staff, and encouragement to develop a sense of responsibility, such

as, through the 'helper' system. Relationships are very strong at all levels, as children readily approach adults and show superb cooperation, for example, as they negotiate turn taking on the computer with the use of an egg timer. They effectively learn about diversity, for example, by celebrating a broad range of festivals through meaningful activities. All children show a strong sense of security and feel safe within the setting, because of high quality adult interaction, and excellent organisation of routines help babies and very young children to gain a strong sense of security. Older children are clearly aware of how to use equipment and tools safely, and their understanding of safety issues is effectively enhanced through visits from the police and fire brigade with discussions around strangers and who to go to if lost.

Language schemes, such as 'ginger bear' and 'jolly phonics' effectively support children's communication and baby signing is continued from home. The environment is rich in print and even very young children have individually labelled water bottles and self-register at snack time. Children over three years show excellent mark-making skills and learn about different forms of communication. For example, paintings of animals, displayed as part of the Chinese New Year festival, are completed in extraordinary detail, and as part of the Burns Night Scottish festival, staff supported children in creating their own poems. Staff are skilful in introducing mathematical language, counting and calculation within everyday routines and activities, along with making very good use of maths resources. Babies and young children access different toys to develop their interest in how things work and older children have excellent opportunities to operate different types of equipment, such as, a touch screen computer, printer and talking postcards.

Children develop high levels of imagination and creativity. Babies explore the contents of a treasure basket with interest and young children delight in squashing the dough, touching the different media on the texture wall and dressing up with staff, using hats and bags. There is an innovative music area for children over three years and an exciting construction site has been created as a result of the work being undertaken in the new outdoor area. As part of the colour topic, older children make lemon and lime dough models, observing and smelling real lemons and limes, and mix paints to create interesting colours.

There are excellent arrangements to help children to be healthy and adopt healthy habits. All age groups have daily access to outdoors, children take part in topics, food tasting sessions introduce them to new foods, and there are posters and photographs reflecting hygiene routines. The setting has received the Gold Dental Health Award for their food and nutrition, which covers promoting healthy teeth, advice given to parents, options for healthy snacks, nutrition policies and food management. The setting has purchased computer software activities to contribute to this, use crocodile puppets and plan food related activities. The setting has received five stars following environment health inspections and adhere to the 'Safer Food Better Business' framework. The nursery cook is well-qualified and the 15 day rotation menu goes through an audit tool to ensure that the correct balance of foods and correct portion sizes are provided. The setting use local produce to ensure high quality and each meal is served on different days for

children who do not attend every day and a vegetarian option is offered as standard to promote inclusion.

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?	1
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?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

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

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