



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221831

DfES Number: 510973

### INSPECTION DETAILS

Inspection Date 09/03/2004  
Inspector Name Pamela Abram

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Wheatfields Nursery  
Setting Address Wheatfields Infant School  
Nene Way, St Ives  
Huntingdon  
Cambridgeshire  
PE27 3WF

### REGISTERED PROVIDER DETAILS

Name The Committee of Wheatfields Nursery 288809

### ORGANISATION DETAILS

Name Wheatfields Nursery  
Address Wheatfield Infant School  
Wheatfields  
Nene Way St. Ives  
Cambridgeshire  
PE27 3WF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Wheatfield's Nursery opened in 1982. It operates from 2 linked mobile buildings within the grounds of Wheatfield's Primary School in St Ives, Cambridgeshire. It serves the local catchment area.

The group is registered to provide sessional care for up to 35 children, but it the policy of the setting to accept 30 children per session. There are currently 61 children from 2 years and 9 months old to school entry age on roll. This includes 20 funded 3 year olds and 19 funded 4 year olds.

Children attend for a variety of sessions. The setting is currently supporting children with special needs and children who speak English as an additional language.

The group opens 5 days per week during school term times. Sessions are from 08:55 to 11:25 and from 12:10 to 14:40.

There are 6 regular members of staff, 3 of whom have early years qualifications and 4 who are currently attending training programmes. There are also 6 relief staff.

The nursery is managed by a voluntary committee and has good liaison with the primary school. They are supported by the Early Years Development and Childcare Partnership and affiliated to the PLA.

### How good is the Day Care?

Wheatfield's Nursery provides good quality care for children.

Staff work well as a team and have good line management. They are well informed about policy and procedures and show commitment to on-going training. This helps them to create a purposeful, well-ordered setting where children feel happy and settled. Staff are aware of hazards and ensure that risks to children are minimised. The group has strategies in place to promote children's health and all staff have

done first-aid training. Documentation mostly supports the successful management of the group and records help staff to meet children's individual needs. Some minor aspects of the paperwork need updating.

Space is used well to offer children a stimulating, well equipped environment in which they can play and learn. Staff create a warm, welcoming atmosphere for all those attending. Children have access to a stimulating range of activities and equipment to enhance their developmental progress. The accessibility of resources and equipment mostly promotes children's independence.

Staff work in a professional manner and present themselves as good role models for children. They show interest in what children do and say. Rules are applied fairly and consistently, which helps children to know what is expected of them and their behaviour is good.

Children are encouraged to have respect for others and to develop a sense of well-being and self-esteem. Cultural diversity is acknowledged and children have opportunities for them to learn about other cultures and lifestyles, as well as their own. Resources in the setting reflect this ethos.

The supportive partnership fostered between staff and parents enhances children's sense of belonging and gives them security. Parents are able to take an active role in the running of the setting and have access to information

#### **What has improved since the last inspection?**

At the last inspection no actions were raised, but one or two points for development were discussed and have been given consideration.

#### **What is being done well?**

- Space is used effectively to offer a warm and welcoming environment for children, with eye-catching posters and displays to create a sense of acceptance of individuality and diversity.
- Staff offer a varied programme of activities to promote children's learning and development. They take an active interest in what children have to say and respond with enthusiasm. This makes children feel valued and boosts their confidence.
- Good behaviour is encouraged and valued with staff presenting themselves as good role models. Children respond to the clear guidance, praise and encouragement they receive from staff. They know what is expected of them and they behave well.
- There is effective partnership with parents and staff respect their wishes. There are good systems in place to keep them informed of their child's progress and for information to be shared. Parents are supportive of the pre-school and provide practical support within the setting.
- Staff work well as a team, are well informed about policy and procedures and

have good line management. They are well informed about the care and personal needs of children which assists them in meeting those needs appropriately.

#### **What needs to be improved?**

- Documentation

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

##### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Review documentation to ensure that it accurately reflects The National Standards and current practice within the setting.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Wheatfield's Nursery is of high quality. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff have knowledge of the Foundation Stage & a clear understanding of how children learn, which they use to plan & deliver a stimulating curriculum. They present children with challenges, have high expectations of children's behaviour and use positive strategies to build children's confidence and self-esteem. Children are happy and behave well. Staff engage in direct work with children and take unplanned opportunities to extend children's learning. They use assessment to monitor children's progress, though methods for recording this need further development. Staff build trusting relationships with children and create an environment where they can develop their independence.

Leadership and management is very good. Staff work well as a team and are given clear guidance about their roles. Senior staff are good role models and all staff have opportunities to take on responsibilities to support their professional development. Training is given a high priority and there is an appraisal system in place for all staff. Regular meetings to discuss planning and evaluate practice take place regularly. The current management committee are very supportive and value the work done by staff to deliver the Foundation Stage curriculum.

Partnership with parents is generally good. Relationships with parents are open and friendly, newsletters, posters, information booklets and photographs help to make parents aware of what goes on in the setting. Parents express satisfaction with the service offered and have some opportunities to share information about their children's progress. Staff give verbal and written feedback on children's progress, but parents do not have opportunities to contribute more fully in their children's learning or to become more familiar with the areas of learning's

### What is being done well?

- Staff are good role models, they have high expectations and manage children's behaviour well, encouraging them to share, take turns and co-operate with each other. Children behave well and their self-esteem is fostered appropriately.
- Children are confident learners and respond to new experiences with enthusiasm and high levels curiosity. They show motivation to learn and persevere with tasks to achieve their desired outcome.
- Staff and committee work hard to support the pre-school and encourage parental involvement.
- The development of children's imagination and creativity is fostered very well. They have a stimulating range of resources and staff are skilled at knowing

how and when to become actively involved to support and extend children's experiences.

#### **What needs to be improved?**

- use of assessments

#### **What has improved since the last inspection?**

The setting had no issues, but two points for consideration identified in the last report.

They have made very good progress in considering ways of ensuring that all children have access to the opportunities provided. They now offer activities for a longer period so that all children can access them, regardless of which days they attend. Tick charts are also used to monitor which areas of activity are being used by each child.

Consideration has also been given to ways in which parents can contribute to assessments of children's achievements prior to joining the nursery and whilst attending the setting.

Generally good progress has been made in addressing this point. Families are now given a child profile to complete for their child on entry to the nursery and are invited to open parents evenings and receive a report from the nursery.

However, it is not clear how child profiles are used to inform practice and there is scope for parents to contribute to assessments and share details of what their children is learning at home.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carers happily and approach adults in the group confidently. They learn to share, take turns and consider the needs of others. Children are independent in their personal care. They are able to take responsibility, e.g. when they are the special helper, and sometimes select resources for their own use. They concentrate and show enjoyment in activities. Families are valued and children develop awareness of their own, and other, cultures through activities and themes.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop their speaking and listening skills and engage in lively conversations with adults and each other. They enjoy singing and looking at books and listen intently to stories. They see that print carries meaning on labels around the room and on resources. Children are given opportunities to link sounds to letters, to develop writing skills and practise letter formation. Staff listen to children and use questioning well to extend their vocabulary and learning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are introduced to language related to size, quantity, position and develop awareness of shape and pattern using puzzles and games. They use numbers in everyday situations and staff routinely use mathematical language to extend children's knowledge. Many children can count forwards and backwards with confidence. They begin to solve simple problems and combine numbers, e.g. knowing that 5 and 2 make 7, and estimating that there will be 2 biscuits left when everybody has had one.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children gain a sense of time and place through themes and activities which focus on their families, community and wider environment. They observe the weather and seasonal changes taking place in the natural world and enjoy talking about significant events. Differing cultures and lifestyles are explored through people they know and by using maps, celebrating festivals and seeing children's home languages in use in the building. Children use IT and some use the computer confidently.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Physical development is fostered well through indoor and outdoor activities. Children engage in movements which enhance their manipulative skills and coordination. They use scissors, glue spreaders, fastenings and the computer mouse and manoeuvre a range of equipment with co-ordination and control. Children are developing good hygiene practices through hand washing. Bodily awareness is promoted when children talk about getting hot when they exercise and putting on warm clothes to go outside.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour, texture and shape using puzzles, games, dough, and collage using an extensive range of materials. They particularly enjoyed the tactile experience of using papier mache to make Easter egg shapes. Children use their imagination creatively in role play situations with a stimulating range of resources at their disposal, e.g. a dome tent had been erected indoors to support the mini-beast safari theme, with maps, drinking bottles and other relevant items.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following points for improvement in nursery education.
- Use assessments more effectively to identify how individual children will make progression to the next steps of learning and to show how parents knowledge of the Foundation Stage and their children's achievements will be used in this process.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*