



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205408

DfES Number: 530284

### INSPECTION DETAILS

Inspection Date 01/03/2005  
Inspector Name Olwen Pulker

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name Wishing Well - Claines  
Setting Address Claines Institute  
School Bank, Claines  
Worcester  
Worcestershire  
WR3 7RW

### REGISTERED PROVIDER DETAILS

Name Wishing Well Nurseries Ltd

### ORGANISATION DETAILS

Name Wishing Well Nurseries Ltd  
Address 76 Droitwich Road  
Worcester  
Worcestershire  
WR3 7HT

## 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

Wishing Well Nursery - Claines, is one of four nurseries run by Wishing Well Nurseries Ltd within Worcester City. The nursery operates from a large room in a church hall situated on the outskirts of Worcester. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 during school term time. All children share access to an outdoor play area.

Wishing Well Nursery provides full day care and out of school care for children aged 2 to 11 years. There are currently 31 children aged from 2 to 4 years on roll. Of these, 21 children receive funding for nursery education. There are 42 out-of-school children on roll aged from 4 to 11 years. Children attend for a variety of sessions.

The nursery employs seven staff. Four of the staff, including the manager holds appropriate early years qualifications. Two staff are working towards a qualification.

### How good is the Day Care?

Wishing Well, Claines nursery provides a good quality and standard of care. Staff are experienced and a suitable number are qualified. A high number have a first aid qualification. There is a good range of documentation in place to support all aspects of the service. This is stored appropriately; most information is kept up to date and relevant to meeting children's individual needs. However, the times of children's arrival and departure are not fully recorded.

Good routines encourage children to learn about hygiene practice which they carry out independently though children were not seen to use the soap when hand washing. Nursery children bring packed lunches. Children are provided with a choice of cooked snacks after school. Behaviour management is good and the children generally behave well. Staff have a good understanding of child protection procedures and are aware of proceedings should an allegation be made against a member of staff.

Children are cared for in a safe and secure environment. Children are well

supervised during outdoor activities, but part of the chain-link fencing is in need of attention. There is generally good provision of suitable furniture and equipment, but soft cushions or pillows are not always available for children wishing to relax or rest quietly. Staff support children well in planned and free play opportunities, praising children in their efforts and are particularly good at encouraging independence. Staff's awareness of equal opportunities issues is good and children have access to a range of resources that promote equality and diversity.

There are effective systems in place to keep parents informed and to encourage and foster good working relationships. Staff maintain a positive partnership with parents, with verbal feedback given on a daily basis about their children's development.

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

At the last inspection the provider was asked to meet any recommendations made by the Fire Officer regarding the kitchen serving hatch door meeting fire safety requirements.

Satisfactory action has been taken to address this issue.

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

- Staff are undertaking training to ensure they exceed the requirements for qualifications. They ensure that ongoing training is available to maintain staff skill levels.
- Children have the opportunity to be involved in a suitable range of activities. They are given choices, their interests taken into account and they are allowed to bring comforters e.g. dummies in from home. Staff interact well with the children and support them in their play and learning.
- Children are able to enjoy physical play regularly due to the outdoor play area partially having an all-weather surface. Physical activities are extended by means of swimming classes.
- There is a clear and detailed policy for child protection. Staff have a good knowledge and understanding of child protection procedures.
- The partnership with parents is good, with staff discussing children's progress on a regular basis and giving daily verbal feedback. Good information is given on a regular basis and a warm and welcoming environment is maintained.

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

- the recording of children's arrival and departure
- children's access to soft seating when wishing to rest or relax
- children's access to drinking water throughout the day

- the maintenance of the fencing
- children's access to and use of soap for hand washing.

### 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   |
|-----|--|
| 2   | Ensure the register records the time of arrival and departure of children.       |
| 5   | Make sure soft seating is always available to children needing to rest or relax. |
| 6   | Ensure that the chain link fencing is maintained in good order.                  |
| 7   | Ensure good hygiene practices are in place regarding hand washing.               |

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

### How effective is the nursery education?

Wishing Well Nursery, Claines provides generally good quality nursery education which enables children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. Staff have a clear understanding of the way children learn. They plan together and implement a balanced range of practical play activities that interest children so that they develop a positive attitude to learning. Staff are well organised and have realistic expectations of what individual children can achieve so that they gain confidence and self esteem. Staff make regular assessments of children's progress, but do presently use these to formerly plan future learning. They work closely with the children at focused activities, but miss some opportunities to extend children's learning in role play, the book corner, playing outdoors, and doing things for themselves. Children build good relationships with staff and each other, but occasionally their learning is disrupted by the behaviour of others.

Leadership and management are generally good. Staff time and a good range of resources are organised well to make a spacious, accessible learning environment that is mostly attractive and welcoming to children and parents. The book corner is less inviting and is underused by children to enjoy books individually. There is a close knit staff team who communicate well and are effectively led. There are appropriate systems in place to identify children's additional needs and work with other agencies to enhance their learning if required.

Partnership with parents is very good. Parents make positive comments about their children's progress. They receive well presented written information about the nursery which includes details of the six areas of learning. They are made to feel welcome and have daily opportunities to share information. Open evenings give parents a valued chance to look at children's records and speak to keyworkers.

### What is being done well?

- Children's spiritual, moral, social and cultural development is fostered appropriately.
- Weekly planning is detailed with good systems for ensuring all children access activities such as large physical play that is provided each week.
- The available space and resources are used creatively to provide an interesting and accessible learning environment for children with good opportunities to play actively outdoors each day.
- Children come in confidently. They hang up their own coats and are developing good independence in choosing their own activities, using the toilet, washing their hands and managing their clothes.

- Children are well motivated to learn. They are busy and quickly become involved in a good range of interesting practical play activities that are readily accessible to them. They are vocal and communicative. Four year olds play imaginatively and co-operatively and persist well in their chosen activities.
- Parents receive good quality written information about the nursery and regular opportunities to talk to staff and see children's records.

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

- the use of assessment of children's progress and planning systems to inform learning objectives for activities and individual children
- staff's management of children during free and imaginative play times to ensure that all children access resources equally and they do not disrupt the learning of others
- the opportunities for children to make the best use of the available activities and resources to direct, extend and develop their own learning and independence.

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

At the last inspection the nursery was asked to address two key issues. Generally good progress has been made.

The nursery asked to provide more opportunities for children to question how things work, why things happen and use a range of tools and materials to develop skills in cutting, joining and building. There are now regular planned activities to promote these skills such as junk modelling and gluing with a range of materials. There is still scope for children to further develop their own learning and thinking and this has been identified for improvement at this inspection.

The nursery was also asked to plan more opportunities to increase skills in climbing. The nursery is unable to provide fixed large equipment because of shared use of the premises, but now programmes one session a week when children are able to use a climbing frame and balance bars. This session is rotated through the days of the week to ensure that all children have an equal chance to access this aspect of the curriculum. There are good opportunities for children to play actively each day and a weekly opportunity for some children to go swimming.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a positive approach to learning. They concentrate and listen for appropriate lengths of time. They confidently choose and join in activities and group times. They are developing good independence in managing their personal hygiene and clothing, but lack opportunities to pour their own drinks. They see positive images of diversity and are learning to behave well and co-operate in their play, but occasionally their learning is disrupted by others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with staff and each other. They listen well at group times. They listen closely to stories and sing songs and rhymes enthusiastically, but rarely choose books to look at and enjoy individually. Most children are good at recognising and finding their own name and are starting to say and link initial sounds to letters well. Most are developing good co-ordination to hold a pencil, and trace or write their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming confident counters beyond ten and are learning about adding by counting the number of boys and girls at group times, saying which is the biggest number. There is limited scope for them to use these skills practically or in their play. Four year olds are making good progress in recognising written numbers. They enjoy good opportunities to explore quantity, volume and measure when playing in the sand. They carefully match different sized pieces of pasta to fit in spaces.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children notice changes in the world around them. They comment on the church clock and the weather. They are learning what time means and how it relates to meaningful events such as getting up and snack time. They are developing a good understanding of the months and seasons of the year. They explore different materials and ways of joining them together such as junk modelling and making papier mache bowls. There are limited opportunities for children to find out things for themselves.

## PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently in and out of doors. They develop a good awareness of space and are learning to control their bodies well. They are able to move safely and negotiate spaces when playing games outdoors, but some activities lack purpose or challenge. Children handle paintbrushes, scissors, play dough and pencils with increasing competence and use fine motor control to place small pieces of pasta when gluing. They develop good personal hygiene and manage their clothes well.

## CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy exploring a wide range of materials and textures including paint, glue, play dough, sand, papier mache and glitter, but these do not always give children the opportunity to develop their individual creativity. Children have opportunities to respond to music and hear how sounds can change with musical instruments or sound lotto. They play very imaginatively with one another or alone such as imagining a train journey and playing with the puppet theatre.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- build on the existing planning and assessment procedures to ensure that they clearly identify the learning objectives for all children and individual activities
- review staff's management of children to ensure that all children access resources equally and do not disrupt the learning of others
- improve the opportunities for children to do more for themselves, direct and develop their own learning and get the full learning potential from the activities and resources provided.

*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.*