



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 253398

DfES Number: 596562

### INSPECTION DETAILS

Inspection Date	19/11/2003
Inspector Name	Susan Hoult

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Wishing Well Day Nursery
Setting Address	2 Oakfields Road West Bridgford Nottingham NG2 5DN

### REGISTERED PROVIDER DETAILS

Name	Wishing Well Day Nurseries Ltd
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### ORGANISATION DETAILS

Name	Wishing Well Day Nurseries Ltd
Address	2 Oakfields Road West Bridgford Nottingham Nottinghamshire NG2 5DN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Day Nursery opened in 1998. It operates from a converted building in the Lady Bay area of West Bridgford. There are separate group rooms for the different age groups of children. There is also an enclosed outdoor play area, a soft play room, two indoor play areas, toilets and changing facilities, and a kitchen. The nursery serves the local area.

There are currently 137 children aged from six weeks to 10 years on roll. This includes 20 funded three-year-olds and 24 funded four-year-olds. The nursery supports children with special educational needs. There are currently no children attending who speak English as an additional language.

The nursery opens five days a week, 51 weeks a year. Sessions are from 08.00 to 18.00. Children attend a variety of sessions each week.

Sixteen staff work with the children. Ten of these hold early years qualification with the six remaining staff currently working towards a recognised early years qualification. The nursery receives support from the Nottinghamshire Early Years Development and Childcare Partnership (EYDCP).

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

### **How effective is the nursery education?**

Wishing Well Day Nursery provides a caring, stimulating environment where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff know individual children well. Most staff have a sound knowledge of the foundation stage curriculum and it is used as a basis for planning future activities. In addition staff use assessments of children's progress and evaluations of activities to build on children's prior knowledge. However planning, especially for communication, language and literacy and large group activities, does not take into account deployment of staff. This results in some opportunities being missed to support children's learning and manage their behaviour consistently. An effective system is in place to provide support for children with special educational needs which includes individual educational plans. Staff value children's ideas, praise their efforts and display their work attractively. This has a positive impact on children's learning and the relationships within the nursery.

The leadership and management is generally good. The manager and staff are committed to improving and developing the care and education they offer children. They are enthusiastic which helps create an environment where children are motivated to learn. Staff are positively encouraged to undertake relevant training. Effective resourcing is a priority ensuring that a good range of equipment is used to stimulate children's learning. Monitoring systems have not yet been fully developed to identify gaps in planning and the deployment of staff.

The partnership with parents is very good. Parents receive information about the early learning goals. They exchange information about their child with staff on a regular basis and receive verbal and written information about their children's progress. Information about the activities children have been involved in each day are displayed for parents to see.

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

- Children benefit from the wide range of equipment and activities, both inside and outside, that support their physical development.
- Children are able to access a wide range of creative play activities daily. This helps them develop their imagination, express their ideas and feelings, try new experiences and ways of doing things in a familiar and safe environment.
- Staff recognise the importance of working in partnership with parents. Parents receive good quality written information about the nursery which is reinforced verbally. They are encouraged to become involved in their children's learning. This has a positive impact on children's development and learning.

**What needs to be improved?**

- planning: to provide more opportunities for children to learn to form letters correctly and attempt writing for a variety of purposes
- monitoring systems: to ensure that staff are deployed appropriately to provide effective support for children throughout the day so they do not become restless and lose concentration.

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

The two key issues raised at the last inspection in October 1999 have been fully addressed. Staff have developed activities in mathematics to extend and challenge children's understanding of making number patterns and following sequences. The stock of books has been improved by including more stories of a multi-cultural nature.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, interested and excited about many of the activities offered and therefore are motivated to learn. They are developing personal independence well. Children form good relationships with adults and other children. They are sensitive to the needs of others and are able to share and take turns. In general they work well independently and in groups, however they do become restless and lose concentration when staff support is not readily available to them.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language expressively. They listen attentively to stories and are able to anticipate what is going to happen although they rarely act them out. Children understand that print carries meaning and many can link letters and sounds. Books are handled well. More able children spend time reading to staff individually. Children are beginning to write recognisable letters although not all form them correctly. Opportunities are limited for children to write for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are gaining confidence in using correct mathematical language in all areas of the curriculum. They learn how to use numbers in everyday situations and show that they understand size, shape, position and sequencing through practical activities. Older children recognise, count and write numbers 1 to 10 and beyond. Children are developing an understanding of prediction, addition and subtraction by participating in a variety of meaningful activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a wide range of opportunities to develop their investigative and questioning skills. They enjoy designing and constructing using a variety of self select man-made and natural resources. Children are able to describe where they live on a map and know this is a small part of the world map. They are developing an awareness of their own and other's cultures as well as the concept of past and present. Children are enthusiastic about using the computer and everyday technology.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently with control and co-ordination. They are aware of their own and other's space. Children develop their large muscles by frequently using of the wide range of large physical equipment inside and outside. They handle a variety of tools and materials with safety and control developing their small muscles. Children recognise changes to their bodies when they are active and develop an understanding of staying healthy through daily routines and topics.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children express themselves imaginatively and communicate their ideas and feelings during planned activities and play they initiate themselves. Children explore colour, shape and texture through a variety of play materials in two and three dimensions and are able to make spontaneous choices on a day to day basis. Children enjoy dance, movement to music, singing songs and using musical instruments. They are developing and understanding of rhythm and how sounds can be changed and repeated.

**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**

- provide more opportunities for children to learn to form letters correctly and attempt writing for a variety of purposes
- ensure that staff are deployed appropriately to provide effective support for children throughout the day so they do not become restless and lose concentration.

*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.*