

# WOKINGHAM DAY NURSERY

Inspection report for early years provision

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**Unique reference number** 148629  
**Inspection date** 12/10/2010  
**Inspector** Samantha Hunt

**Setting address** Wescott Road, Wokingham, Berkshire, RG40 2ER

**Telephone number** 0118 979 0580

**Email**

**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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Wokingham Day Nursery is a committee run charity day nursery. The group first opened in 1974. It operates from a building in the grounds of Wescott School in Wokingham, Berkshire. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children have use of a large playroom with an adjacent toilet area. There is a kitchen area that doubles as a staffroom and office. The children have access to a fenced tarmac area, and the occasional use of the school playground. Children attending the nursery come from the local community and surrounding villages.

A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday for 51 weeks of the year. Sessions last from 08:30 until 17:15. Children can stay all day, or mornings or afternoons, with the added option of lunch. The nursery provides wrap-around care at their breakfast and twilight sessions from 08:00 until 08:30 and 17:15 until 18:00. There are currently 52 children attending the pre-school age within the early years age group, who attend a variety of sessions, both full and part-time. The nursery currently supports a number of children with learning difficulties and who have English as an additional language.

The nursery employs nine staff in total. All staff including the manager hold appropriate early years qualifications. The nursery is a member of the Preschool Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and happy learners. Practitioners recognise the uniqueness of each child and plan a balanced range of activities and experiences that supports all children's individual learning and development. Excellent partnerships are fostered with parents and others to support children's welfare effectively. Policies and procedures are in place to promote children wellbeing, although there is some need for reviewing and improving. There is a positive outlook towards reflection and self evaluation of the provision, and as a result the setting shows a good capacity to drive forward improvement.

## What steps need to be taken to improve provision further?

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

- ensure parents are fully aware of the need for security and the systems in place to prevent unauthorised access
- ensure the record of risk assessment includes everything a child may come

into contact with

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded because the manager and practitioners show a good understanding of safeguarding the children. They are clearly able to identify the signs of abuse and know the procedures to follow if they need to report a concern. There are robust recruitment and induction procedures in place and all practitioners have a Criminal Records check. Practitioners carry out formal risk assessments of both the garden and inside prior to children arriving every day. Risk assessments are reviewed regularly and include outings undertaken by the children. However these risk assessments do not include the daily walk to use a neighbouring garden and outside equipment. Practitioners supervise children well and ensure adult/child ratios are always maintained such as when children are playing both inside and out. Security of the building is generally good and visitors are required to sign in. However on the day of inspection security of the main entrance door was compromised as parents opened the door to visitors on several occasions.

The manager and practitioners demonstrate a positive approach to continuous improvement. They hold regularly staff meetings to discuss practice issues within the setting. Recommendations made at the last inspection have all been effectively addressed. For example, children now have access to drinking water through every session. Practitioners work well together as a team and are actively supported to extend their own professional development and attend further training; this helps them to keep up-to-date. Formal self evaluation is beginning to take place and the manager demonstrates a good understanding of the settings strengths and weaknesses.

The nursery are very flexible in the times children attend in order to meet the differing childcare needs of parents. All children have equal access to a good range of toys and resources. Many are easily accessible to them in low-level drawers, units and trolleys enabling them to self-select and make choices about what they want to play with. Practitioners show a good understanding of the Early Years Foundation Stage Framework. They plan a wide variety of activities and experiences to promote all areas of children's learning, consequently children make good progress. Practitioners regularly monitor and record children's progress and actively encourage parents to contribute to their own child's individual learning record. Practitioners are proactive in meeting all the children's individual needs and clearly know the children very well.

Partnerships with parents and others are excellent. Practitioners greet children and parents in a welcoming and professional manner. Parents receive a variety of information about the nursery and its policies, via notices in the entrance area, verbally or through e-mail. This includes areas of planning and all policies of the setting such as safeguarding and sickness. Highly effective systems are in place to promote partnerships with other settings children may attend. Practitioners liaise with other professionals and support children as they move on by accompanying

them on visits. Parents speak highly of the nursery and its practitioners. They comment on the wealth of information the practitioners and nursery share with them. They particularly like the in-depth learning records and feel they are involved in their children's learning because they can freely access their learning records whenever they wish.

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

Children play and learn in a warm, welcoming and stimulating environment, where they have the opportunity to play both inside and out. They are happy and settled and confident to make their needs known i.e. asking a practitioner to look after their creation whilst they go to the toilet. Children freely initiate their own play and learning. For example, after a short visit into school, children decide they want to create a picture of the fish they saw in the tank. They are encouraged to develop independence as they refill their water pots from the water butt when they are empty, take themselves off to the toilet and put on their own jackets before going out into the garden. Children develop their language skills as they take part in daily literacy sessions where they identify letters, practise the sounds and do actions which helps them to remember them. Many children are able to freely name their own work and place it in their drawers to take home. Children have regularly opportunities to take part in small group activities. They learn how to take turns as they play and match cards with their friends. Younger children match colours and objects to the sequencing cards and begin to identify colours and count the objects with encouragement and support from practitioners. Children develop their imaginations as they camp out in the tee pee and pretend to be pirates chasing one another around the garden. They eagerly ask friends to play mummies and daddies and cook chocolate play dough buttons they have made at the cooker. Good staff ratios mean that practitioners are able to involve themselves well in children's learning. They interact positively at the children's level and use effective questioning techniques that make children think. Activities are planned with individual children in mind, and enable practitioners to closely monitor their progress.

Children's behaviour is very good. They are forming close friendly relationships with their peers. For example, older children help younger children to take part by passing resources and show concern when younger children get upset because they are moving away to play with something else. This helps children to develop skills for the future as they show consideration for others. Children know the rules and boundaries of the nursery such as what to do when practitioners start to clap their hands. They are encouraged to take care of the toys that they play with and eagerly help to tidy them away. Children receive positive praise and encouragement which helps them to feel valued.

Children develop their own awareness of good health and safety through discussion and practice. They know they need to line up and hold hands before leaving the nursery garden. Fire drills are practised regularly and help children know what to do in the event of an emergency. There are daily opportunities to

access fresh air as children play both inside and out and take part in physical exercise. Children practice their balancing skills as they cross the rope bridge holding on tightly so they don't fall off and enjoy having running race against one another. Children know they have to wash their hands before eating snacks and meals and independently place the paper towel they have used in the bin. Practitioners provide children with a health selection of snacks and drinks, which children are encouraged to independently select from the plate. These include fresh fruit, cheese, milk and water. Information related to the children's individual dietary needs is collated and shared with staff. Snack and meal times are a social occasion with children and staff engaging in conversation. All parents currently provide their children with a named packed lunch which practitioners ensure is stored in the fridge. This promotes children health and well being.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met