

# Wands Day Nursery

Inspection report for early years provision

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**Unique reference number** EY409747  
**Inspection date** 17/12/2010  
**Inspector** Rachel Wyatt

**Setting address** Wands Childrens Centre, Farmers Way, DROITWICH,  
Worcestershire, WR9 9EQ  
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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*.

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

Wands Day Nursery is one of a small chain of privately owned nurseries and out of school clubs. It registered in 2010 and operates from purpose-built premises as part of a Children's Centre. Children have access to enclosed outdoor play areas and also use rooms in the Children's Centre and adjacent first school. The nursery is situated in a residential area on the outskirts of Droitwich, Worcestershire. It is open each weekday from 8am to 6pm all year round, apart from closing for a week at Christmas, for bank holidays and for two staff training days.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. Currently there are 30 children on roll in the early years age group. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff, including the provider, who work directly with the children. One member of staff is working towards a Level 3 early years qualification and all other staff have early years qualifications to at least Level 3, including the deputy manager who has Early Years Professional Status. The nursery also employs an administrator and a cleaner. The nursery provides funded early years education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Everyone working in the nursery is dedicated to recognising the uniqueness of each child and ensuring that their individual needs are met. The provider and her nursery team are confident, competent and caring. They successfully implement robust systems and have strong partnerships with parents, carers and others which ensure each child is fully included in everything the nursery has to offer and so their welfare, learning and development are very effectively promoted. Planning for improvement and self-evaluation are rigorous so priorities for development are clearly understood and action plans are carefully managed to ensure changes provide maximum benefit for children, parents and staff.

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

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

- consolidating staff's involvement in assessing children's progress.

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

Children are fully safeguarded. The manager, who has lead responsibility for safeguarding, has attended relevant training and clearly understands her role to protect children from harm. Priority has been given to devising and implementing robust safeguarding procedures, including a whistle blowing policy and to giving staff support and guidance so they know what to do if they have concerns about a child's welfare. Prompt action is taken to follow concerns up and to make referrals and overall the nursery very effectively supports vulnerable children and families. For example, staff confidently use the common assessment framework and take a lead role in working with Children Centre staff and other agencies to assess children's and families needs and to provide well-targeted support. Children's welfare is further safeguarded as the provider is passionate about ensuring the suitability and effectiveness of her staff. She has recruited and developed a strong, capable team of staff who are led by highly motivated and able managers. There are clear lines of accountability and the current team are confident and focussed about providing the very best for children and families. Thorough systems have been devised and embedded, including robust record keeping so that all required information is maintained about children and their families and so staff know who may have legal contact with a child and who has parental responsibility for them.

The provider and her managers demonstrate a clear ability to assess the quality of the nursery's provision and to drive improvement. Apart from building a strong staff team, the provider and managers have focused on creating a welcoming environment for children and families and fully meeting children's needs. The results of in-house evaluations and of an Early Childhood Environment Rating Scale assessment have been promptly actioned to improve the organisation and layout of rooms, activities and resources to create a vibrant child-friendly environment. Indoor and outdoor areas are inviting and well-resourced and staff are very effectively deployed so children have continuity and expert support. Sessions are purposeful, well-managed and run smoothly. All this is underpinned by careful planning and assessment focussed on each child, and by the successful partnerships with parents, carers and other professionals working with children and families. The provider and her managers also welcome and respond positively to parents and children's feedback and the advice of development workers and teachers working with them. Children feel valued and included. They are happy and love being at nursery. Their parents and carers feel welcomed and fully informed about what the nursery provides and about how well their children are progressing. They are able to contribute to the life of the nursery and access helpful information and advice, including opportunities to attend sessions. For example, Managing Children's Behaviour. The nursery forges positive links with local schools to aid children's smooth transition to full-time education, and other professionals value the very effective relationships they have with the nursery and the positive impact these have on children's welfare, learning and development.

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

Children thoroughly enjoy learning and make excellent progress. The deputy, who is an Early Years Professional, has worked successfully with staff to devise and implement meticulous planning which focuses on each child's learning and development needs and interests, identified through increasingly thorough observations and assessment procedures. This enables staff to plan and organise activities which promote specific targets identified. For example, for children with special educational needs and/or disabilities or children who speak English as an additional language, as well as to provide for every child's interests, learning styles and identified individual learning priorities. During activities and routines staff confidently promote children's involvement, understanding and skills through their adept questions and explanations and by using well chosen resources. The Early Years Professional coordinates thorough assessment procedures to ensure children's starting points and next steps are clearly understood and followed up. He is building up staff's expertise to enable them to fully take the lead on observing and tracking children's progress. Key persons have a sound understanding of the developmental needs of children in their group and work closely with parents and other professionals to identify each child's starting points and next steps. They seek parent's views about their child's care, learning and development at an early stage and increasingly involve them in frequent reviews of their child's progress. Provision for children with special educational needs and/or disabilities and for children who speak English as an additional language is exemplary. The nursery's Special Educational Needs Coordinator confidently oversees assessment, planning and support for these children and the nursery has strong partnerships with the local Children's Centre and assessment centre and the many other agencies working with children. The nursery has close contact with members of the Polish community. This has enhanced children's learning. For example, with the development of resources such as a Polish language story sack and really helped facilitate communication between staff and parents with information being translated into Polish and nursery displays are labelled in Polish and English.

Children develop very good skills for the future. They are eager to learn and soon settle to the many varied and rewarding activities where they are encouraged by staff to really concentrate and persevere. Children are resourceful and independent because they are consistently able to make choices, for example, about what they are going to play with, or eat and drink. They are sensitively helped to be independent in seeing to their personal care and hygiene and to look after their possessions. In particular, children are successfully supported to take responsibility for their actions and to think things out for themselves. The nursery's strategies to foster children's good behaviour and to promote their communication skills have had a significant impact on their understanding of what is expected of them, on their good relationships with others and their ability to appropriately assert themselves. For example, children confidently express feelings such as 'stop, I don't like it when you say/do that'. When using tools and cutlery they talk with authority about the possible consequences if these are misused. Children capably solve a wide range of practical problems, such as, how to manoeuvre a wheeled

toy out of a tight corner or to decide how many more plates are needed at snack time. They increasingly and accurately compare and match items according to type, number, colour, shape and size. Children get on well, make friends and play harmoniously. They are kind and helpful, enjoying helping to prepare snacks and to tidy away after they have finished eating. They show respect for each other's differing abilities and backgrounds, assisting new children to settle in, to get to know routines and how to behave. A wide range of resources and rewarding activities are used successfully to promote children's awareness of different beliefs and customs, including those focusing on different foods and festivals. They are also involved in community activities, such as visiting the post office and taking part in Children Centre events. Children are observant and inquisitive. They relish exploring natural materials and finding clay in the outside play area led to much sustained digging and mixing with other materials, resulting in the discovery and further investigation of steam. Children are imaginative and creative. They act out roles and create scenarios, for example, in the domestic role play area and when using small world toys, figures and natural materials. They draw and paint expressively and enjoy music, songs and rhymes.

Children's welfare is promoted very well. Their care, health, dietary and cultural needs are recorded in individual care plans and are fully understood and carefully met by staff. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear accident and medication records are kept and parents are kept fully informed about all matters relating to their children's health and well-being. Children have a very sound understanding of the importance of a healthy lifestyle. They adopt good hygiene practices and know why they must wash their hands before eating or after playing outside, going to the toilet or sneezing or coughing. Children make healthy choices about what to eat and drink during nutritious meals and really enjoy choosing and cutting up fruit and vegetables for their snacks. Children relish being outside in all weathers. They are physically active and competently balance, climb and move in different ways. They confidently manage wheeled toys, learn about spatial awareness and develop good coordination. Children are kept safe as the premises are secure and free from hazards. They are well supervised and robust risk assessments and regular checks are used to effectively monitor children's overall safety, with prompt action taken to reduce or remove hazards. Children certainly feel emotionally secure in the nursery. The staff set clear, often challenging boundaries for them so they know what is expected of them, but which also enable children to confidently express their feelings. Children also have a sound understanding of how to behave in a way that is safe for themselves and others. They regularly take part in practise evacuation drills and in activities focusing on safety, such as, visits from local police and fire fighters.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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