

# Wickham Bishops Nursery

Inspection report for early years provision

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**Unique reference number** 402028  
**Inspection date** 08/12/2010  
**Inspector** Lynn A Hartigan

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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**

Wickham Bishops Nursery is one of three privately owned settings and was registered in 2000. It operates from the large village hall in Wickham Bishops in Essex. Children have access to a secure enclosed outdoor play area. A maximum of 36 children aged from two to under five years may attend the nursery at any one time. There are currently 73 children on roll within the early years age range.

The nursery opens each weekday, term-time only, offering a flexible approach to the sessions children attend. The setting is open from 9.30am until 12.00pm on Monday and Wednesday and from 9.30am until 4.00pm on Tuesday, Thursday and Friday. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

There are 12 members of staff, including the manager, who work directly with the children. Of these all members of staff hold appropriate early years qualifications. Several staff members are currently working towards further qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This setting is outstanding in every aspect and ensures children progress exceptionally well through the Early Years Foundation Stage. The provision for the children's emotional well-being is also excellent. Children are exceptionally happy and settled as a dedicated and motivated staff team ensure their individual needs are supported to a high standard. Excellent opportunities are in place to communicate with parents and effective partnership enhances the children's time at nursery. Staff value children's uniqueness and great emphasis is given to inclusion to ensure their individual needs are supported. Excellent systems for self-evaluation, which includes the children's and parents' comments, are in place.

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

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

- provide further opportunities for children to self-select toys and activities that motivate and interest them.

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

The manager and her staff team are dedicated to providing high quality childcare and education and strive for excellence. The management team ensures that all staff and students working with the children have completed thorough checks to

ensure they are suitable to do so. A robust safeguarding policy is clearly understood by all staff members and ensures children's well-being is never compromised. Regular and ongoing training with regard to safeguarding enables staff to be fully up-to-date with legislation.

Staff are enthusiastic, effective in implementing new ideas to further develop the nursery and are currently participating in a quality assurance programme. Extensive policies and procedures underpin the settings practices. These are displayed around the nursery, detailed within the prospectus for parents and are readily available within the informative operational plan. In addition a policy is highlighted and displayed monthly, to refresh parents and staff.

Many staff members are completing further training, with two members completing the Early Years Professional Status qualification. As a result they are able to lead and improve practice. Staff consistently work hard to ensure communication systems for parents are varied and accessible.

The introduction of children's key workers visiting children and their family at home has been a great success and transition from home to nursery has been made easier. It offers parents and carers an excellent opportunity to discuss their child and offer information that is exclusive to them. Verbal references from parents indicate that they are extremely happy with every aspect of the care offered to their children.

Staff are friendly, approachable and speak intuitively of children in their care. They speak with parents, who are welcomed into the nursery, on a daily basis. Open sessions are offered and children have great fun when their grandparents spend time with them at nursery. Parents and carers are key partners with the staff in their children's care and development. They are encouraged to be fully involved in their child's next steps in learning. For example, they frequently add comments and ideas to their child's development records. Regular parents evenings are also arranged, providing many opportunities to discuss their children's care and learning.

The nursery has a robust equal opportunities and diversity policy in place that supports their practises. Information is translated into different languages as required. Text in different languages is displayed throughout the setting and children, and their families, with English as an additional language are supported well to become involved in every aspect of the setting.

Children's safety is paramount. Visitors are required to sign a visitors book and are introduced to the children. Efficient fire evacuation procedures and regular fire drills ensure children's safety is not compromised in an emergency. Robust and meaningful risk assessments that are regularly reviewed ensure the environment and activities both indoors, outdoors and on outings, remain safe for children. Children are particularly well informed about keeping themselves safe through activities and visitors to the setting such as the local police officer and lollipop lady.

Extensive and continuous evaluation of the provision enables the management team and staff to identify good practices and areas for improvement. The manager

and her team are dedicated to providing a quality service and have strong links with outside agencies, such as, the early years consultant team; area special educational needs coordinator; and the early years support teacher. A rigorous, written self-evaluation is readily available, to which children, parents and staff all contribute. The staff strive to improve relationships with schools in the area to ensure transition from nursery to school is a positive experience. Reception teachers from the local school are invited to visit the children at nursery and good relationships are developed between the nursery and others caring for the children.

The staff team work exceptionally well within the restraints of the premises and strive to provide the children with a rich learning environment. Opportunities for children to select resources spontaneously are limited. However, as a result of excellent staff ratios, children's care and learning is supported exceptionally well.

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

Children are able to play in a large bright, clean and exceptionally welcoming playroom. The whole environment is child centred and child friendly and, as a result, children happily leave their parents and engage in activities of their choice. The staff work hard to ensure posters, photographs and the children's art work are displayed. Staff create defined areas within the hall, such as, a creative area and a cosy book corner. Children snuggle on the cushions and read stories to one another. New and less confident children flourish in these areas as they feel secure and happily express their creativity.

Children's learning around mathematics is promoted exceptionally well and is a strength of this setting. For example, they are encouraged to count how many children are attending at registration. They discuss how many are boys and how many are girls and use language such as 'more' or 'less'. Children are able to discuss and ask questions around volume and weight when participating in the many cooking and water activities provided.

Ample opportunities are available to the children for mark making and developing their creativity. Outdoor fences, covered in paper, encourage children to mark make whilst having fun expressing themselves. The use of builders paint brushes and large chalks assists them in their creativity. Children are involved in writing their own nursery newspaper, using signs and pictures to document their news, ideas and stories.

As a result of the staff's understanding of child development and how children learn, and the extensive range of play and learning opportunities, children are progressing exceptionally well. Children are involved in the daily planning, building on their own interests and views, giving them autonomy.

Children delight in using treasure baskets, story sacks and in making dens. They are encouraged and supported to explore and discover for themselves. Children

concentrate for some time, negotiate well together and problem solve, thoroughly enjoying these opportunities.

Children are highly competent at making decisions for themselves. For example, they confidently choose, select and prepare their own fruit for snack. Children are developing excellent skills in being independent as staff enable them to wash their own plates. Children are also very good at using cutlery correctly, as this is encouraged under the close supervision of staff.

Children relish their time at nursery and there is a very happy and calm atmosphere throughout the session as a result of the staff's commitment and dedication to the children. Children's behaviour is very good. Staff are excellent role models and speak to the children with respect, focussing on positive reinforcement of good behaviour.

Children's health and welfare is promoted to a high standard. Independence is encouraged and children readily wash their hands after using the toilet because there are attractive photographs and posters displayed to remind them. Projects around nutritious foods and oral hygiene promote the children's understanding of how to stay healthy. This is evident as children request toothbrushes when they want to clean the toy crocodiles teeth.

Children have an excellent understanding of other cultures and beliefs, as many opportunities to learn and celebrate different festivals and traditional days are incorporated within the planning. This enables children to have an understanding of the wider world and embrace differences. Some excellent toys and resources that represent diversity are also available to the children.

The outdoor play space is exciting and fun for children. All six areas of learning are supported within the outdoor environment. They have great fun building a snowman. They watch with fascination how ice, which they bring into the nursery, melts. Children are able to enjoy outdoor play all year round as this is positively encouraged.

## 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