

Wally's Day Nursery, Pre-School and After School Club

Inspection report for early years provision

Unique reference number	EY297019
Inspection date	18/01/2011
Inspector	Beverley Blackburn

Setting address	Wally's Soft Play Centre, 60 Shails Lane, Trowbridge, Wiltshire, BA14 8LN
Telephone number	01225 776799
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

Wally's Day Nursery, Pre-School and After Club opened in 2004. It operates from three rooms in a purpose-built premises in the centre of Trowbridge, Wiltshire. A maximum of 45 children may attend the centre at any one time. The provision is open from 7.30am to 6pm for 50 weeks of the year. All children share access to a secure, enclosed out-door play area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 133 children aged from three months to eight years on roll. Children aged two, three and four years are funded for free nursery education. Children come from a wide catchment area, including the town of Trowbridge. The setting currently supports a number of children with special educational needs and/or disabilities and children who learn English as an additional language. The provider employs 13 members of staff, all qualified at level 3 and above; two have gained Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in this welcoming setting, where staff, parents and others work in close partnership overall, to meet each child's unique needs. Staff are friendly and approachable; they take positive steps to ensure that all children can take part in activities, whatever their backgrounds or stages of development.

The quality of the nursery is effectively monitored through a thorough self-evaluation system indentifying their strengths and areas for improvements accurately. Staff have addressed the recommendations from the last inspection effectively and are committed to continually improve the outcomes for children; consequently, they show an strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extending and enhancing wider partnerships, particularly with other providers of the Early Years Foundaton Stage in order to further improve consistency in supporting children's learning and development.

The effectiveness of leadership and management of the early years provision

The staff are well-managed and work exceptionally well as a team which has a positive impact on the outcomes for the children. They demonstrate a strong commitment to their development through their attendance at training both in-house and externally. The staff take a professional approach to their role in safeguarding children. They have all currently updated their knowledge by attending in-house, safeguarding children training and have a thorough knowledge of safeguarding issues. Children are cared for in a nursery environment that is safe and secure due to an effective risk assessment process. The manager makes sure the required checks for adults working directly with children are carried out, and that children are always appropriately supervised. As a result the arrangements for safeguarding children are robust.

The nursery has a strong commitment to ensuring all information, which underpins effective management, is shared with the parents. Children learning English as an additional language receive excellent support. The nursery makes sure all policies, procedures and any written documentation are available in their particular language; for example, the nursery cares for a small group of Polish children and all written information is accessible in their language. This encourages good communication and relationships with the parents, enabling consistency in the care for all children. This also demonstrates the staff's total commitment to equality and diversity extremely well. They ensure all children's progress is very well-monitored to check they all move forward from their starting points. They routinely support every child to make certain their individual needs are met and that no child is disadvantaged. Children are helped to understand and embrace differences of cultures and religions and to get a better understanding of the wider world through well planned activities, such as festivals, displays and people who help us. There is an excellent range of resources that reflect positive images of diversity, such as dressing up clothes, books, musical instruments posters and artifacts. The nursery actively and effectively promotes equality and diversity and tackles any unfair discrimination. The staff have a very good knowledge of each child's background and their needs. Staff are aware of children with special educational needs and /or disabilities and, where appropriate, understand how to provide excellent support. The nursery has started to working with other settings some children attend, that also deliver the Early Years Foundation Stage but these systems are not fully promoted currently, in order to provide children with a united approach between settings.

Children benefit from using an excellent range of resources which are utilized extremely well to produce a well planned and interesting environment. Resources, both indoors and outdoors, are used effectively to achieve the planned goals in the children's learning and development. The staff are deployed well.

The nursery self-evaluation procedure is effective in raising standards and forms the basis of a clear vision for the nursery's future. Staff identify aspects for improvements accurately. For example, current forward-planning includes the need to build better relationships with childminders. The nursery has successfully addressed the recommendations made at the last inspection to improve outcomes

for children.

The staff have an excellent relationship with the parents. All work very well together enabling an effective two-way communication which greatly benefits the children. Information is shared in a variety of ways such as newsletters, notice board, the home link books, which inform the parents of what has happened during the day, meetings to discuss their child's progress and daily verbal feedback. The information on the children is comprehensive, significantly enhancing the continuity in both care and learning. From discussion with the parents they are very happy with the care and education their children are receiving. They find the staff friendly, supportive and approachable. They feel the setting provides a homely welcoming family atmosphere.

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

The children's learning is extremely well supported through the provision of an excellent range toys and resources and a well-planned, interesting environment and interaction with supported staff who enable children to learn through play. There is an excellent balance of adult-led and child-initiated activities. Children enjoy a variety of interesting activities both indoors and outdoors, including natural materials, such as leaves and wood. They are also able to experience using real tools as they enjoy their wood work session. Children also have very good opportunities to develop their physical skills, through exercises such as running and kicking balls, riding on bikes and scooters, building, balancing on beams. Children are able to negotiate their way around the indoor and outdoor space confidently and avoided crashing into each other, showing their understanding of how to behave in ways that are safe for themselves and others.

Children enjoy activities such as cooking which help them in developing their understanding of problem solving, reasoning and numeracy, which are extremely useful skills for their future lives.. Children enjoy playing with construction toys sand and water. They show enthusiasm and enjoyment as they happily take part in planned activities. Children looking at books and listening attentively at story time help to build their concentration and their interest in reading. Children enjoy the experience of using early writing materials, art and craft or using their imagination and creative skills during imaginative play. Children are developing their communication skills as staff spend time talking to them. Staff use effective open-ended questioning, during play to help children think critically, such as, 'what do you think is going to happen next?' They are encouraged to ask questions and develop their confidence in participating in conversations. Activities such as group tasks help to build children's confident and self-esteem and to communication well with others. Children are encouraged to sustain involvement and persevere with a task. Children are making strong progress in their learning and development. Children are learning about the wider society through using a comprehensive range of resources that promote diversity. These include having fun in reading quietly in the temple created for the culture corner or imaginative play in the igloo.

Babies seem happy and contented and confident to explore their surroundings; they are happy to play by themselves, with the assurance that a familiar adult is around. They have range of toys and equipment in easy reach; they are able to experience the feel textures and materials. Staff carry out regular observations and assessments on each child and plan activities according to their age and stage of their development. The next steps in their development are appropriately planned. A learning journey is available with photographic evidence of babies participating in range of activities. Suitable equipment such as highchairs and cots are available to ensure children can eat and sleep comfortably.

The rooms are bright and welcoming and are organised very well to meet the needs of all the children. All toys and resources are easily accessible to the children. Free-flow planning is effective and children are able to make excellent choice of activities both indoors and outdoors. Children play a very good role in their learning and development and respond to challenges with enthusiasm.

Children's progress is regularly monitored through observations which are recorded in each child's learning journeys. All activities are linked well to the six areas of learning, any gaps are identified and through the observations the next steps are planned for each child's learning and development. Children and babies are making significant progress in their learning and development. Parents are helped to understand how children learn through play and the Early Years Foundation Stage by sharing with them the children's learning journeys and the range of activities the children participating in. Parents are actively encouraged to be involved in their child's learning. There is a excellent balance between adult-led and child initiated activities delivered through indoor and outdoor play.

Children's independence is well supported; they are able to confidently choose their activities. Resources are arranged so that they are easily accessible to them. Children are developing a good understanding of the routine of the setting. Children are learning to take turns and share, they are able to select and use resources independently, successfully building their confidence and self-esteem. There are very good strategies in place to manage children's behaviour according their age and stage of development. For example, the golden box, where words such as 'be gentle' and 'do not hurt anyone', 'do not waste your time or other people's time' and 'always look after your property' are posted in the box. The staff ensure they have a positive approach to managing children's behaviour, such as lots of praise and encouragement.

Children's healthy lifestyle is exceeding well supported. They have innovative opportunities to engage in a wide range of physical activities in the well planned outdoor play areas. They are provided with healthy snacks and meals and learn about healthy eating and the benefits to their bodies Children are helped to manage their own personal hygiene with excellent support from the staff. Staff are aware of the children's dietary needs and work with the parents to ensure children are provided with snacks or lunches that are healthy and nutritious. Children are helped to understand how to keep themselves safe through the frequent practice of the evacuation procedures, and the importance of not running inside. Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. The children show a strong

sense of security and feel safe within the setting. They are confident and contented and have developed an excellent relationship with the staff and their peers and are learning to play harmoniously with each other.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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