

# Wind-in-the-Willows

Inspection report for early years provision

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**Unique reference number**

206332

**Inspection date**

28/02/2011

**Inspector**

Susan Heap

**Setting address**

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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**

Wind-in-the-Willows private day nursery was registered in 1996. It is owned and managed by a private individual. It operates from four rooms in an adapted bungalow in Glossop, Derbyshire. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm all year round and is closed for Bank Holidays. The building is fully accessible. The nursery supports children with special educational needs and/or disabilities.

It is registered on the Early Years Register. A maximum of 20 children in the early years of age range may attend at any one time. There are currently 29 children on roll. This includes a number of three- and four-year-old children who are in receipt of nursery education funding.

There are six permanent members of staff who work directly with the children, all of whom hold relevant childcare qualifications at Level 2 and above. The owner/manager works alongside the staff team.

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

Overall the quality of the provision is good.

Children are safe and secure and enjoy their learning, actively participating in the good range of activities provided for them. Staff have a well-developed knowledge of each child's needs which ensures that they successfully promote children's welfare and learning. Inclusive practice for all children is fully supported through the effective partnership working with parents and other professionals. The whole staff team are enthusiastic and committed to improvement through self-evaluation and partnership working with the local early years development worker. This means that priorities for development are realistic, successfully identified and acted upon, and improve the outcomes for children.

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

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

- implement a system to monitor the observation, assessment and planning systems to ensure each child's next steps in their learning and development are identified and met
- develop effective communication between settings especially at times of transition to ensure that children's needs are met and there is continuity in their learning.

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

Children are well-protected because staff are fully trained in safeguarding. They demonstrate a secure knowledge and understanding of the procedures to follow should they have any concerns about a child in their care. Risk assessments of the indoor and outdoor environments are completed on a daily basis which ensures any risks are immediately identified. Recruitment, selection and induction procedures successfully ensure the suitability and qualification of staff looking after children. For example, all the staff team have undergone the required vetting procedures and their ongoing suitability is verified at their annual appraisal. The staff and resources are deployed effectively throughout the nursery to fully support children's individual learning and development and their safety.

The staff team are fully supported by the owner/manager who works alongside them on a daily basis. They access a variety of training courses to develop their skills and knowledge and are involved in the self-evaluation processes. Through the partnership established with the early years development worker, action plans are successfully put into place and implemented. For example, recent successes have been the establishment of a builder's yard in the outdoor area and more science equipment, such as, magnifying glasses and microscopes. As a result, the staff take pride in their daily work with children. All recommendations from the last inspection have been successfully implemented and have improved the quality of children's care, learning and safety.

Partnerships with other professionals are well established and make a strong contribution to children's individual achievements, especially those who have disabilities. As a result, inclusive practice is fully supported. The nursery works closely in partnership with other settings which children currently attend. However, transitional arrangements with local schools are an area for development to ensure children's needs are met and there is continuity in their learning. Partnership working with parents is very successful, such as sharing information about children's daily activities verbally on a daily basis, the use of newsletters and a parents'notice board. A recent improvement has been sharing children's learning journeys with parents. Through this parents can share their observations of their children's experiences, likes and interests and fully contribute to their children's progress in their learning and development.

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

Children enter happily and engage in a wide variety of activities designed to stimulate their interest and challenge their learning. For example, they use different materials, such as, boxes and straw, to build houses for an animal of their choice. In the outdoor area, they work cooperatively together in the 'builder's yard'. They carefully load bark chippings, stones, slate and sand into the wheelbarrow or cement mixer and act out scenarios. They learn new words and experiment with new sounds as they play in the mud in their Wellingtons. They

describe it as being 'squashy' or 'squishy' and eagerly look for worms using magnifying glasses. Their understanding of the natural world is fostered through learning to care for animals, such as, the rabbits or the giant African snails. They watch in fascination as the snails peep out of their shells and crawl on their hands or the table and eagerly recall what they like to eat. They learn about change and why things happen. For example, they talk about their food being hot because they can see the steam.

Children develop a good understanding of their own personal hygiene and the importance of healthy eating through the daily routines and planned activities. For example, talking about good and bad foods, visits from the dentist and brushing their teeth after their lunch. They know to wash their hands thoroughly because of germs after they have handled the rabbits or snails. They learn about how their body works and the effect physical exercise has on them; they do warm-up and cool-down exercises before and after they have played parachute games in the outdoor area. Children benefit from being provided with healthy nutritious meals and fresh fruit and vegetables on a daily basis. They relish their food often asking for a second helping.

Children are cared for by a stable staff team which successfully promotes children's sense of security and consistency of care. The staff interact warmly with the children and ensure their safety at all times. They follow simple instructions to keep themselves safe as they negotiate the stepping stones in the outdoor area or use tools and equipment. Visits from the fire service, the practice of regular fire drills and the use of high visibility vests on outings, all help to develop children's understanding of their personal safety further.

The observation, planning and assessment systems have recently been revised. These show a good balance of adult and child-initiated activities and observations show children's individual interests are securely linked to the six areas of learning. Systems to monitor and identify how successful these are are not yet in place. The manager successfully promotes effective role modelling which ensures staff and children receive consistent messages throughout the day. For example, by promoting good models of spoken English and good manners. Planned activities, such as 'Enlivening stories' help develop children's confidence in joining in, taking turns, and using language.

Children behave well because they are encouraged to respect each other and value each other's similarities, differences and needs. For example, at certain times of the day older and younger children are grouped together. Children who need additional support are well integrated because the staff have a good knowledge of each child's background and needs. They have a strong understanding of when to support children and when to challenge them in their play by asking open ended questions. For example, when playing a game where they match shapes and numbers. As a result, children progress very well given their starting points and capabilities and become active and inquisitive learners.

## 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  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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