

Wingfield Day Nursery

Inspection report for early years provision

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226998

Inspection date

15/02/2011

Inspector

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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

Wingfield Day Nursery is one of three nurseries under the same ownership. It opened in 1994 and operates from six rooms on two levels, in a converted detached property in Leicester, Leicestershire. The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 63 children at any one time. There are currently 98 children on roll. The nursery is open each weekday from 8am to 6pm throughout the year. All children share access to a secure outdoor play area where ramps are established to make this accessible to all those using the nursery. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 17 members of staff, of whom two hold relevant level 4 qualifications, 11 hold level 3 qualifications, two hold level 2 qualifications and one holds the Early Years Professional Status qualification. The nursery is part of the National Day Nursery Association accredited scheme 'Quality Counts'.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a rich, vibrant and nurturing environment. Their uniqueness is acknowledged through exceptional adult support and meticulous implementation of the Early Years Foundation Stage. All children, including babies, make significant gains in their overall development supported by exemplary systems to observe, record and identify their next steps for future learning. Extremely well-established systems for self-evaluation and reflective practice demonstrate a strong sense of commitment to maintain and drive further 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:

- further developing the organisation in outdoor play to ensure focused activities can be prioritised.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding. Children's safety is paramount and persistently maintained through rigorous risk assessments and a comprehensive awareness of safeguarding issues among the staff at all levels. Compulsory training forms part of a meticulous induction process, and extensive recruitment and vetting procedures ensure children are cared for by suitably qualified and

experienced staff. Comprehensive policies and procedures are implemented robustly, to provide an exceptionally well-organised and caring environment, where the individual needs of children and parents are met effectively. Those in charge have high aspirations for quality through systematic and inclusive self-evaluation. Subsequently, the views of children, parents and carers and staff serve to identify strengths and drive improvement. They are exceptionally successful in inspiring the dedicated staff team to work towards, and sustain, ambitious targets. High expectations are embedded across all areas of practice and consequently, outcomes in children's achievements and well-being are outstanding.

The nursery is extremely well resourced, providing children with innovative and exciting experiences which inspire their enjoyment, fun and learning. They clearly benefit from the highly effective deployment of staff which supports a nurturing environment, conducive to active play and relaxation. Children, cared for in age-appropriate rooms, are supported exceptionally well as they progress through the nursery. A highly successful system allows the key person to move with the child should this become necessary, to ensure consistent care for children and diligent support for parents and carers.

The nursery places the promotion of equality and inclusion at the heart of its ethos. Staff have an exceptional knowledge of each child's background and individual needs through vigilant and sustained partnerships with parents, to ensure they receive highly personalised care. Positive images of diversity, and active involvement in cultural and traditional celebrations, help children to learn about the society in which they live and the wider world around them. Highly positive relationships ensure parents and carers play an active role within the nursery. Sample groups of parents are included in policy and procedural reviews, completing questionnaires and comment documents to sustain shared understanding and drive improvements. Parents acknowledge their involvement within the nursery and speak exceptionally highly about the committed, professional and caring attributes of the owner, manager and staff. Precise documents are diligently established and daily discussions and individual records are used highly effectively to aid communication. As a result, children are eager to attend the nursery and parents are secure in their knowledge that the children are receiving high quality care, tailored towards their individual needs.

The setting works diligently with others involved in the children's care, such as health professionals and specialist workers. Consequently, robust systems are successfully implemented that support any children with specific health requirements and also ensure the identification and inclusion of any child with additional needs to enable them to reach their maximum potential. Children who have English as an additional language are supported extremely well, with pictorial prompts and written words in other languages. Older children enthusiastically engage in short sessions, provided by an outside agency, to develop conversational skills in French and an understanding of cultural differences. Excellent links with local schools are established, as teachers visit the nursery. Children have helped to establish photograph albums depicting reception areas and school routines as a reference and support to children as they move on in their education.

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

Children make prolific progress towards the early learning goals. They experience a wide range of stimulating opportunities, supported with an abundance of equipment and resources, which promotes self-selection and inspires children to steer their own play and make learning fun. During topics about 'where we live' and 'people who help us', older children have 'flown around the world', stamping creatively made passports as they visit various countries. Innovative activities, including making cork hats from Australia and engaging in celebrations for Chinese New Year, have inspired children as they talk eagerly about different climates, time differences and ways of life. On walks in the local community, children completed tick charts as they recorded different types of dwellings and the materials used to build them. Children recognised bricks, stone, metal and wood and discussed their sources. This initiated investigation and discussion on the transformation of trees into usable building materials. Children eagerly mix sand and water in outdoor play to use as cement with large construction bricks. This is in preparation for an imminent activity where real cement and house bricks will be provided for children to mix and observe change as they construct walls. Mark making is linked as children draw up plans and stories. Creative activities have enabled children to make houses from straw, wood and brick in conjunction with 'the three little pigs'. Visits from a health visitor, a nurse and the fire service, on the day of the inspection, have helped children to understand community roles and how these impact on their safety and well-being. Excellent preparation by staff enables children to confidently engage in discussions with fire officers about possible dangers such as 'camp fires and matches', and discussions about how to keep themselves safe. They take part in regular emergency evacuation practices and can confidently relay the procedure including 'if you haven't got your shoes on, that's tough'.

The nursery has pioneered and implements a creative practice called Atelier, which involves the use of natural resources including wood, dried fruits, seeds and materials in a structured environment, to express creativity. Children handle resources to gain tactile experiences as they play, sort and produce intricate patterns and designs. A ceramist visits the nursery regularly and children join in enthusiastically to make and mould their designs in clay. The nursery is used as a quality provision for other settings adopting Atelier. They have successfully incorporated this into construction activities and are in the process of introducing it into outdoor play.

Children play outside every day. An astroturf lawn in addition to natural grass extends play opportunities, regardless of the weather. Children engage in activities which the nursery calls 'bucketland'. This involves the use of plastic crates and drainpipes, support blocks, balls and hoops, which children use to create balance walkways and chutes to roll balls down. Younger children balance, climb steps and jump with developing skills and compare the size and speeds of a range of balls on low and high level pipes. The garden has a gated outer area which encircles the lawn. This provides opportunities to climb trees with supervision, plant and grow flowers and vegetable produce and dig for sheer fun. They learn about eco-friendly

practices as they add weeds to the secure compost area. Children point out the snowdrops and emerging bulbs announcing 'spring is coming'.

Babies and very young children receive excellent care in visually stimulating areas with a wide range of resources to promote early development. Having attended a 'growing together' training initiative, the room has been recently redecorated in soft lilac, which promotes a calm and serene atmosphere. Sensitive and caring staff play with babies on carpeted areas. A striking area of red, black and white entices babies to explore with tactile resources such as containers, strings of beads, utensils, sponges and textiles. Early physical skills are promoted with the provision of low-level resources where babies can pull themselves to a standing position. They operate hand-activated play resources which twist, turn and lift, to develop manipulative skills. A baby giggles delightfully as he crawls towards another, who is using a walker with adult support.

Meticulous hygiene routines throughout the nursery, including the use of gloves and aprons during changing procedures, minimise the risk of cross-infection. Older children have ownership of their health and well-being and demonstrate, through competent personal hygiene practices, that they are well informed about healthy living. Children enjoy nutritious snacks and varied foods during meal times, which serve as an integral part of children's social development. Older children serve themselves from containers set on trays at individual tables where they sit. They know to take a large spoonful if they like it and a small one if they are not sure. Ample amounts of food ensure further helpings are available, and the staff provide positive role models as they eat with the children .

Staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. 'Learning journeys' are used superbly to record and identify children's consistent progress.

Children develop excellent relationships at every level with adults and their peers. Staff implement a range of positive methods to help children understand appropriate behaviour, with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well, take turns and develop awareness of how their behaviour affects others.

Children learn about the wider world through positive images that reflect difference and diversity. Books, posters, wall displays and play equipment help children to value each other. They take part in various activities within the local community, with visits to the local Sure Start centre and the Bright Centre. Parents from diverse family backgrounds play vital roles in celebrating a selection of special events and festivals.

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	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	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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