

Wheatley Hill Community Nursery LTD

Inspection report for early years provision

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| Unique reference number | EY330506 |
| Inspection date | 14/03/2011 |
| Inspector | Karen Tervit |

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| Setting address | The Family Centre, Jack Lawson Terrace, Wheatley Hill, Durham, DH6 3RT |
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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

Wheatley Hill Community Nursery Limited opened in 2006 and operates from Wheatley Hill Children's Centre. It is one of two provisions operated by the same company limited by guarantee. Children have access to secure enclosed outdoor play areas. The setting serves the local and surrounding villages.

The setting is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children under 8 years; of these, not more than 26 may be in the early years age group, and of these, not more than 6 may be under 2 years at any one time. There are currently 24 children on roll who are within the Early Years Foundation Stage. Children attend for a variety of sessions. The setting is open Monday to Friday from 8am until 6pm all year round.

There are 10 members of staff, including the manager, who work directly with the children. The manager has a Level 6 qualification in childcare and the deputy is working towards her foundation degree in Early Childhood Studies. Eight staff have a level 3 qualification in childcare. One staff member has a level 2 qualification working towards a level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a warm and welcoming atmosphere for all children and their families. Children enjoy their time at nursery and make good progress in most areas of their learning. Overall links with parents are very good and partnerships with others are exceptional. Observations are used extremely effectively to inform practice. There are good systems for self-evaluation in place, which enables staff to continually improve the quality of care they provide.

What steps need to be taken to improve provision further?

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

- enhance the opportunities that children receive to develop their skills in using early information, communication and technology equipment
- encourage and involve parents in contributing further to their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are very well protected. Effective safeguarding procedures are in place to protect children. All staff have had recent safeguarding training to at least a level one, consequently they demonstrate a good awareness of signs and symptoms of abuse. There are robust recruitment, vetting and induction procedures ensuring children are cared for by suitable people. Staff members are well deployed to enable children to move freely, play independently and use all areas of learning imaginatively. Staff ensure that children play and explore in an environment both indoors and outdoors that has been thoroughly risk assessed. Detailed written records of these are kept. Most staff have completed relevant first aid training which enables them to provide appropriate care for children in the event of a minor accident.

Staff are well supported in attending both inhouse and external training so as to promote better outcomes for children. The management and staff team are committed to and enthusiastic about providing a good quality service and developing their practice. The setting has positively addressed the recommendations made at the previous inspection, resulting in better outcomes for children. The manager along with her staff team, parents and children are constantly involved in evaluating the provision. For example, everyone has contributed ideas to how they want the garden area to look following the recent building work to the nursery. Consequently the provisions capacity to maintain continuous improvement is good. There are clear areas set up in the nursery to support all areas of learning. There are good plans in place, with the installation of the new patio doors, to enable children to move freely between indoors and outdoors. The whole of the nursery is a number and print rich environment. Resources for both indoors and outdoors are plentiful and of very good quality, they include resources to help raise children's awareness of diversity. Children take part in a good range of activities to develop their learning and appreciation of the diverse world in which they live. Children are learning about the importance of recycling as they use cartons and boxes in the role play area and to make models. They make attractive shakers from plastic bottles filled with glitter and water.

The nursery's partnership with parents and carers is very good. Parents receive detailed information when their children first start. Displays on the many notice boards enable parents to have access to good quality information about the Early Years Foundation Stage through written and photographic evidence of some of the activities the children have taken part in. Planning is clearly displayed for parents to see, and staff spend time chatting to parents about how their children have been at the end of the session. Parents of babies are encouraged to send in photographs of family members so that children can look at them throughout the day and help them settle. However, other ways in which parents can be involved in children's learning are less well developed, for example not all parents contribute to their children's daily diaries or observations. Parents comments received at the inspection are very positive. There are exceptionally good links with the local school and nursery to ensure that there is a smooth transition between the settings and so information is transferred about children's needs and

achievements. There are no children with special educational needs and/or disabilities currently attending the setting. However, the named Special Educational Needs Co-ordinator is very clear about her role. She has attended a wealth of training and is fully supportive of staff working with parents and taking steps where appropriate to ensure that all children are included at the setting.

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

Even though children have only recently returned to their new nursery room they are mostly happy, secure and settled. Planning and assessment of children's learning is effectively organised as staff show a very good understanding of the Early Years Foundation Stage. A stimulating environment is provided which enables children to freely select their own resources, which include a range of natural and sensory materials. Children lead and direct their own play, make choices and grow in confidence. Staff know the children very well and the relationships with individual children are extremely good. As a result, the activities and experiences provided are well matched to children's needs and interests.

Children use their imagination exceptionally well. For example, they cook meals in the role play area using real vegetables and wear their safety jackets and tool belts as they watch the workmen complete the alterations to the building. Children learn about the wider world as they celebrate some festivals from their own culture and that of others, make trips out into the community and welcome visitors to the setting. Staff are very sensitive to babies' early attempts at communication, holding them close, ensuring they have plenty of eye contact whilst chatting and responding to them with praise and repetition. Books are creatively displayed throughout all areas of the setting, consequently children are developing a love of them. Babies enjoy looking through lift-the-flap books to see what is hidden, while older children take their 'bears on a hunt' as staff read to them. Children enthusiastically join in with songs and rhythms as they count their ducks and use bandages on their 'sore' heads after pretending to be monkeys jumping off the bed. Children receive good opportunities to develop their physical skills as they run, jump and ride their bikes outdoors. They skilfully use magnifying glasses to hunt for bugs. Children practise their rolling skills as they skilfully move the large empty water containers around the construction area. All children are developing skills that will contribute to their future economic well-being. However, opportunities to develop their skills using information and communication technology, such as computers and programmable toys are more limited. Children eagerly explore the wet sand using their bare feet, scoop up and pour the water in the large metal trough and creatively display their play dough shapes on the wooden screen.

Children learn to keep themselves safe as they practise fire safety drills and learn to handle equipment safely because staff guide them carefully. Children behave really well in the setting because the staff are patient, offer clear explanations and are good role models. Children's good health is successfully promoted in all areas. They competently wash and dry their hands at appropriate times and enjoy a good

range of healthy snacks. Lunchtimes are very enjoyable, sociable occasions where children sit with staff at small tables and eat their nutritious and attractively presented lunches together.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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 | 1 |
| 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met