

# Incy Wincy's Ltd

Inspection report for early years provision

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**Unique reference number** EY357260  
**Inspection date** 30/03/2011  
**Inspector** Janet Fairhurst

**Setting address** Amen House, North End, Bedale, North Yorkshire, DL8 1XA

**Telephone number** 01677 425 550

**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**

Incy Wincy's Ltd was originally registered at alternate premises in Bedale, in August 2003. The nursery is privately owned and is located in a detached property close to the centre of Bedale. Children are cared for in age appropriate groups, and outdoor play is provided in enclosed gardens which adjoin the premises. Pre-school children are accommodated on the first floor accessed via a flight of stairs. The nursery is open each weekday from 7.30am to 6pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 58 children may attend the nursery at any one time. There are currently 67 children on roll. The nursery supports children with special educational needs and/or disabilities.

There are 16 members of staff in total employed at the nursery, three of whom are working towards a Level 3 qualification in childcare. The remainder hold a teaching or a childcare qualification. One member of staff has Early Years Professional Status. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

A true home-from-home ethos exists in the nursery, where children are well settled, happy and thoroughly enjoy their time. Comprehensive safeguarding procedures and welfare routines ensure that staff have an accurate knowledge of each child's needs and that each child is totally included. Extremely good links with parents and carers are a key strength and fully involve them in the day-to-day well-being of their children and those secure relationships help children to thrive. Effective partnerships with other agencies help to ensure that children's development is consistently supported. There are good systems in place to evaluate the setting which includes input from the staff and parents.

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

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

- make progress with plans to provide more resources that reflect gender roles and diversity
- develop further the already very good system of children's assessment by recording within their learning journey children's next steps.

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

Children are well safeguarded because all staff are conscientious and clearly understand the procedures to be followed to protect children. They ensure the

safeguarding policies and procedures are fully implemented and adhered to at all times. Thorough risk assessments, which are updated regularly, and daily safety checks ensure that both the indoor and outdoor play areas remain safe and secure and risks to children are minimised. Management are highly committed to both their own self-development and investing in training and development for the staff team. Many of the staff hold Level 3 childcare qualifications and the nursery owner/manager has Early Years Professional Status. A rolling programme of training for areas, such as first aid and safeguarding, ensures that there are always staff with up-to-date knowledge and experience. Well-written policies and procedures are in place that effectively reflect the ethos of the setting.

The staff effectively work together to support children with special educational needs and/or disabilities. For example, they work closely with the parents and other professionals to ensure children's needs are fully identified and met. The partnership between the staff, parents and carers is exceptional, with both parties liaising closely to ensure the children receive the care and education they require. Families report their immense satisfaction with regard to the personal support and guidance and the information they receive about the children's progress and achievements. Parent's views are gathered and acted upon through questionnaires, parents meetings, informal feedback and the use of an open door policy. The excellent practice of ensuring parents know who their child's key person is, with a clear explanation of roles, means parents are exceptionally well informed. The staff also work substantially with other providers that deliver the Early Years Foundation Stage, so there is continuity of care, which has a considerable benefit for all.

The staff work as a dedicated and committed team as they are self-motivated and eager to maintain continuous improvement. They have a successful method of self-evaluation in place in which all staff and parents participate. This helps them to fully identify the provision's strengths and weaknesses, with plans for the future being accurately targeted.

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

Children make outstanding progress because the staff plan exciting activities which interest them and encourage them to explore and investigate. The playrooms and outdoor area are both very stimulating and well equipped, and the children can find the toys they want to play with easily because they are well labelled and easy to reach. Achievement records are very well kept and updated on a regular basis and staff are highly conscientious in sharing what they know about children. Next steps are identified from the abundance of observations of children at play made each week. It is clear that staff take account of children's next steps as these are shown within the planning. However, this is not recorded in their learning journey file which would show the continuous progression to their learning journey.

Children are beginning to form strong relationships with their peers and the adults around them. They have a high regard for one another, share and take turns and

support each other during tidy-up time. Relationships between the children and their key workers are very positive. Staff are warm and caring and strive to be positive role models at all times. The children show they feel safe in their environment as they approach the staff for comfort and support with their activities. Children thoroughly enjoy their time at the nursery as they giggle, smile and chat confidently to their peers and the staff. Babies enjoy being comforted as they sit on the staff's laps while enjoying a story or working out how to post shapes in the box. Children find out about their environment, identifying features and noticing the natural world. For example, outside the pre-school children look for signs of spring time. They excitedly move around the garden and confidently point to the buds on the trees, new flowers growing and birds in the sky. Children record their observations, drawing quite sophisticated flowers and trees. The children also really enjoy their sensory garden and look forward to cooking and eating the vegetables they grow. The children are beginning to move with control and use a range of equipment to develop their physical skills. In the outdoor areas all children enjoy an extensive range of physical activities such as mastering the wobble board and stepping stones, using the climbing frame and slide and playing in the sand with their peers and the staff. Younger children and babies also enjoy daily fresh air and activities in the outdoor areas, such as jumping on the mini trampoline and water painting.

The staff enhance children's learning by inviting a variety of visitors to the nursery. This includes a company who bring in various animals such as reptiles, exotic insects and small animals such as hedgehogs. The children confidently handle some of the small animals under close supervision of the staff. Children are beginning to use technology to support their learning. Older children enjoy free access to the computer at all times. They use various programmes that support their problem solving skills. Younger children and babies like to play with a variety of interactive and battery operated toys with flashing lights and musical noises to enhance their interest. Children explore colour, texture, shape and form in two and three dimensions. Younger children and babies enjoy sensory experiences such as playing with fir cones, fabric and metal objects and noticing how this feels on their hands. They also like to paint using their hands and feet. Older children enjoy mixing paints using brushes or their fingers to make pictures to take home or display in their rooms. They take great pride in their own skills as they demonstrate that they can write their own name on their work. The children are beginning to understand that people have different needs, views, cultures and beliefs. They explore various festivals around the calendar year and like to dress up in costumes and explore cultures through food tasting and role play activities. Staff have identified that posters, books and artefacts that promote positive gender roles and diversity are limited and are making plans to improve this. From a young age, the children play an important part in the life of the local community. For example, they visit the local residential home to sing songs, enjoy Easter egg hunts and offer the residents gifts of spring daffodils.

The children's behaviour is exemplary. They are polite, respect adults and one another, and enjoy talking to visitors about their learning. They listen very well, for example during circle time. The adults are excellent role models for them, and speak to them gently. Children play well together and they persevere and share their toys well. They develop very good self-esteem because the adults praise

them for their good manners and for what they achieve. The children recognise the importance of keeping healthy and those things that contribute to this. They are provided with a healthy balanced diet which includes fresh vegetables, fruit and meat throughout the week. They know to wash their hands before eating and after visiting the toilet and do this independently, with younger children receiving support from the staff. The staff adeptly support children's understanding of personal safety. The children learn about crossing the road while on outings and through stories and role play activities. Their learning about personal safety is further enhanced as the fire officers visit to talk to the children about how to stay safe while out and about and while at home. The children are also involved in regular fire evacuation procedures of the setting.

## 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	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	2
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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	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	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