

Wishing Well Day Nursery

Inspection report for early years provision

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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

Wishing Well Day Nursery opened in 1998. It is privately owned and operates from a converted building in the Lady Bay area of West Bridgford, Nottinghamshire. The nursery serves the local and surrounding areas and has strong links with local schools. The nursery is accessible to all children and there are fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 92 children may attend the nursery at any one time. There are currently 105 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to 11 years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 22 members of childcare staff. All hold appropriate early years qualifications. A member of staff holds Early Years Professional Status and Qualified Teacher Status. Two staff hold a degree in Early Childhood studies. Two staff are working towards advanced qualifications. The nursery receives support from the local authority. The nursery is a member of a recognised Day Nursery association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make rapid progress towards the early learning goals in this vibrant and inclusive nursery. Stimulating and varied play and learning experiences present excellent levels of challenge for all age groups. Most observation and assessment information is used very well to monitor each child's progress through the Early Years Foundation Stage programme. Self-evaluation is highly effective, leading to extensive improvements across the provision. Strong and supportive partnerships are fostered, ensuring children receive consistent and complementary care.

What steps need to be taken to improve provision further?

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

- expanding the evaluation of children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because excellent attention is paid to their safe care and security. Close circuit television cameras are used effectively to ensure close observation of the premises at all times. Rigorous recruitment and vetting procedures are consistently applied to ensure all adults continue to be suitable to work with children. Staff and trainees confidently describe safeguarding procedures and a high ratio of adults to children is constantly maintained. Children's safety and well-being is further promoted because staff are vigilant about assessing risks and hazards. Children take responsibility for their own safety, following clear guidelines for fire evacuation, road safety and safe play indoors and outside. All of the required information is obtained to ensure that children receive safe and individualised care. Comprehensive written policies, covering all aspects of the provision work exceptionally well in practice to ensure the safe and efficient management of the setting.

Children are valued as unique individuals. Their backgrounds, cultures and traditions are highly respected and celebrated through practical and meaningful activities and projects. This helps children to develop a positive sense of identity and to respect each other. Staff provide high levels of support for children and their families, ensuring that all are welcomed and included in all aspects of the provision.

Successful self-evaluation systems help the management team to identify what works well and to highlight key areas for improvement. This results in continual improvements, such as the vibrant and accessible outdoor play areas and the highly effective organisation of rooms and resources. The views of children and all those involved in the setting are valued as part of the ongoing review process. Recommendations from the previous inspection have been successfully addressed. Excellent hygiene procedures are consistently applied and the setting has received a five star quality rating from the local environment health authority. Accident records are accurately maintained. Staff are highly committed to professional development, attending a wide variety of courses to enhance their knowledge and skills. As a result, children receive excellent levels of support which significantly enhances their learning and development.

Successful partnerships with parents, carers and other childcare professionals exist. This means that all children receive excellent levels of consistent care. Strong links are formed with local schools, ensuring that children transfer smoothly to their next setting. Parents are informed of their child's routines and progress through daily discussion and shared development records. Activity plans, forthcoming projects, information sheets and children's art work are prominently displayed throughout the nursery. This creates many opportunities for parents to support their child's learning at home. Comments received from parents and children are positive and complimentary. Parents state that they are very happy with the care and service provided. Children speak enthusiastically about the 'fun' activities and games that they enjoy.

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

Children are actively engaged in a superb range of exciting and challenging activities which cover all areas of learning. Consequently, they make excellent progress towards the early learning goals. Staff skilfully observe and assess children's progress, tailoring learning and development experiences to each child's interests and capabilities. They use the information obtained very well, to inform future planning. Most evaluations of children's 'next steps' learning are complete and effective. As a result, children become active and independent learners. For example, they freely explore their environment, making considered decisions about their own play and learning. They select toys and equipment from low levels shelves and storage boxes when they wish to construct with bricks, dress the dollies or put on their favourite dressing-up costumes. Babies and young children enjoy a sense of security as they rest on cosy cushions and furniture. They delight in the changing sounds and lights in the sensory room, playing happily with a variety of natural and household materials. They show an avid interest in stories, listening intently to adult voices. They confidently point to and name familiar characters and colours as they share a book in small groups. They become increasingly active, gaining good control over their body movements during songs and rhymes. They follow instructions to lie down quietly like sleeping animals, jumping up and down with excitement when it is time to wake up and make the different animal sounds.

Staff skilfully interact with the children encouraging their speech and language at every opportunity. They take into account children's home language and communication styles, introducing effective methods, such as, sign language and picture symbols to aid communication. As a result, children learn to express their thoughts and feelings from an early age. Children see and use numbers for counting in their adult-led and spontaneous play. Younger children competently count beyond eight as they build small and larger towers of bricks. Adults focus on children's interests as they introduce addition, subtraction and comparison to their dinosaur play. School age children show a keen interest in cooking activities, weighing and measuring ingredients to prepare food for snack time.

Children learn how to make marks in a variety of ways, developing early writing skills. Babies make patterns with their fingers in spilt juice, practise their emerging skills in the sand and in other textured materials. Older children have ready access to writing and drawing materials to encourage them to write with meaning and purpose. Stimulating projects, such as, creating menu's for the role play cafe and designing furniture to sit on, provide exciting opportunities for children to develop their expertise. Older children play imaginatively with small world toys and role play equipment. They delight in dressing up as their favourite super-hero and explain clearly how Spiderman casts a web from his hands. Staff engage children in conversations which expand their imagination as they build a castle with construction toys. They recall and reflect on past events and the changing seasons as they talk with interest about flying kites on a windy day. Children behave well because they are treated with kindness and respect. They respond with care and consideration towards each other as they learn how to share and take turns to use

the computer. Young children are keen to help with tidying away the toys, showing curiosity and interest in their surroundings. Older children demonstrate kindness in their role play, explaining how to take care of their babies.

The stimulating and inspirational outdoor play areas offer many exciting opportunities for all children to explore, investigate and to be physically active. Children freely choose between indoor and outdoor play, enjoying a wide range of small and large play equipment. Staff make excellent use of the planned Early Years Foundation Stage programme to extend the learning environment both indoors and outside. All children benefit from nutritious meals and snacks and have free access to fresh drinking water. This successfully promotes their healthy growth and development. Older children confidently explain how to keep themselves safe, by staying close to an adult when they are away from the nursery. They understand and follow expected rules of behaviour, offering ideas and suggestions for what they can and cannot do. Consequently, all children develop strong skills for the future.

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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