

Whitleigh Wise Owls Two

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Whitleigh Wise Owls Two is one of two nurseries operating from the Wood View Learning Community Campus, which includes Whitleigh Primary School and Woodfield Primary School in Plymouth, Devon. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time. There are currently 53 children aged from two to under five years on roll. The nursery is in receipt of funding for the delivery of nursery education. The nursery is open each weekday from 8am to 6pm during school term only. The nursery currently supports a number of children with special educational needs and/or disabilities, and one child for whom English is an additional language. All children have access to a secure, enclosed, outdoor play area. The nursery serves the local area. There are seven members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. It is supported by specialist services within the local authority and by the Sure Start initiative. The nursery is currently undertaking the Bristol Standard quality assurance programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has a strong, community-based ethos and a genuinely inclusive approach to working with children and their families. Children enjoy the care of a stable staff team who know the individual needs of their charges well, while they continue to develop systems for monitoring the educational progress of every child. A bright, spacious environment houses a broad range of high quality resources, and a good ratio of adults to children enables all attending to settle quickly and move freely between activities, while receiving appropriate support for their learning and development. The senior management team have a clear vision for the nursery, and are proactive in evaluating the provision and identifying areas for improvement. Adults working directly with children benefit from a robust appraisal process and regular access to training and team meetings; this in turn promotes the developing self-evaluation skills of the staff team as a whole. Furthermore, the team work closely with outside agencies and the neighbouring schools to ensure children receive meaningful support for any particular challenges they face, as well as enjoying a smooth transition to the next stage of their learning journey.

What steps need to be taken to improve provision further?

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

- find ways to further involve staff in the process of self-evaluation to better promote the process of continuous improvement

- consolidate recent revisions to the observation and assessment process so that planning for the next steps in each child's learning is clear
- revise the complaints policy so that it accurately identifies the role of Ofsted and share this information with parents.

The effectiveness of leadership and management of the early years provision

The safeguarding of all aspects of children's welfare is a clear priority for the staff team. A secure system of monitoring access to the premises is in place. Risk assessments of equipment, outings and the premises are thorough and regularly reviewed, and staff supervise their charges closely throughout the day. Fire safety checks, both through the testing of equipment and the practising of fire drills, are also a regular feature of the day-to-day management of the nursery. All staff attend regular update training to ensure that their understanding of safeguarding remains current, and close working with outside agencies allows adults to remain fully informed of best practice in relation to their child protection responsibilities. Furthermore, the ongoing suitability of staff is carefully monitored by the leadership team via a robust Criminal Record Bureau checks recording process and the twice yearly appraisal system.

The leadership and management have succeeded in creating a coherent and stable staff team, who work well together. Both the senior management team of the nursery (together with its sister setting), and the team as a whole, meet regularly to discuss planning, the progress of all children and other issues. They have responded proactively to the recommendations of previous inspections, such as making the outdoor area more accessible to children throughout the session. They have also begun to embrace the process of self-evaluation, with positive results, while recognising that now more could be done to include all staff in the ongoing process of reflecting on practice, which would in turn bring about further improvements. Nevertheless, six-monthly appraisals, regular access to training, and involvement in a number of city-wide initiatives, effectively promote the ongoing professional development of all staff members. The leadership team has also adopted a systematic approach to the review and revision of policies, and only minor amendments to the policy for dealing with complaints are necessary to bring them fully in line with the requirements of the Early Years Foundation Stage.

A genuine sense of community pervades throughout the nursery, with many families using the nursery over a number of years, reflecting the clear ability of the staff team to form warm, purposeful and supportive relationships with parents and carers. Parents receive good amounts of information about their child's day from their key worker, as well as accessing informative notice boards. They have opportunities each term to attend longer meetings about their child's progress with their child's key worker, and annual questionnaires that cover many aspects of their relationship with the nursery are distributed, with any identified shortcomings quickly rectified. For example, work was done to improve all parents' awareness of the role of their child's key worker when this was raised in response to the questionnaire. Similarly, the nursery also succeeds in working in partnership with outside agencies and professionals well. They make good use of the Local

Authority Advisory Teacher and other professionals accessed through the Sure Start initiative, as well as working closely with others to support children with emerging needs or through periods of family difficulty. Children's transition to school is aided through strong working relationships with the Foundation Stage teachers of nearby schools.

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

Children are making good progress towards the early learning goals in all six areas of learning. Children enjoy access to a particularly pleasing range of toys and resources, which they move between freely and make good use of throughout the session. At both an individual and group level, children demonstrate a capacity to concentrate and give of their best to games and activities. For example, as a group, they initiate a role play of a bus, using tickets, chairs and a wooden steering wheel to imitate the features of their 'journey' for a significant period of time, ably supported by adults who sensitively interject but allow children to lead. Children are confident, taking many opportunities to speak with the inspector during the day, and are generally able to play co-operatively, with incidents of conflict an infrequent occurrence. Children demonstrate good language skills, using their vocabularies to describe a variety of experiences as they play, such as going to the doctors in the role play area, or talking about how play dough feels as they manipulate it with their hands. They make some independent use of books, and access a range of mark making materials across the setting, including chalk boards in the outdoor area. Daily planning also ensures that children access a range of problem solving activities at each session, such as the construction of a marble run, using sorting and matching figures, puzzles and simple jigsaws. Daily routines are used to encourage counting and colour recognition, so that distributing cups at snack time, for example, further contributes to children's growing understanding. Children have regular opportunities to construct, using large blocks and planks or recycled materials, for example, and to explore the properties of things, through the use of sand and water. They enjoy woodland walks and occasional outings which help them develop an appreciation of the natural world. Similarly, they access books and resources that reflect diversity within our community, thus gaining an understanding of people who are different from themselves. They have daily opportunities to paint, draw, explore texture and colour, as well as to make music and move about to action songs. Beyond this strong range of activities, they are cared for in an environment where behaviour boundaries are consistently set out. Staff emphasise the positive achievements of their charges, praising them when they share or take turns, and helping them to resolve any disputes in a constructive manner. Children are also learning to keep themselves safe as a result of appropriate adult support; the voluntarily mop the floor when water is spilled, and they knowingly apply road safety rules when crossing an area used by vehicles to reach the canteen.

The staff team demonstrate a secure understanding of the Early Years Foundation Stage. They take up most of the incidental opportunities to promote children's understanding that arise, and they show strong skills of being able to enter into

children's worlds and extend their play in purposeful ways. They deploy themselves well throughout the setting, building warm and caring relationships with the children as they go. The maintenance of good ratios of adults to children ensures children enjoy frequent one to one or small group support for their learning, and time spent in key worker groups consolidates progress. Similarly, staff ensure through careful planning that a variety of resources are available at each session in order to engage children. For example, weather permitting, a member of staff is positioned outside to allow children to move freely between indoors and outdoors, and the choice of equipment outside is varied between sessions to hold children's interest and promote different skills each time. Regular observations of every child's participation are made and properly annotated, and this useful information enables the team to build a detailed picture of each child's achievements. Recent revisions have been made as to how this information is then used to identify the next steps in each child's learning. These revisions have the potential to further enhance children's learning by making the links between what children can already do, and what they should be able to move on to, more clear, and are beginning to pay dividends. The team now recognises the need to fully implement these changes in order to consistently close the loop between delivery, assessment and further delivery. Staff are alert to situations in which they are called upon to identify and meet any emerging particular need, and the whole team, along with the proactive Special Educational Needs Co-ordinator, demonstrate a real commitment to supporting children facing the additional challenges of special educational needs and/or physical disabilities. Individual Education Plans for such children are monitored closely at a key worker level, and good use is made of outside agencies in underpinning this aspect of their work.

Children's good health is promoted in a variety of ways. They have plentiful access to resources that promote the development of their physical skills, such as bikes, balls, and large blocks and planks with which they can devise 'mini-assault' courses. They enjoy music and movement sessions and take part in woodland walks. Children enjoy healthy meals and snacks throughout the day. They are encouraged to make positive choices when eating from their lunch boxes, and parents are given information about what constitutes appropriate contents. Those who access hot meals from the school canteen enjoy nutritious food cooked on the premises with fresh ingredients. Children are increasingly independent in their toileting as they make use of pleasing facilities and receive appropriate support with hand washing and other aspects of their personal hygiene. Accidents and incidents are responded to quickly and recording systems are robust and fully adhered to.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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
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Outcomes for children in the Early Years Foundation Stage

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