

# Wren Nursery

Inspection report for early years provision

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**Unique reference number** 200840  
**Inspection date** 25/09/2008  
**Inspector** Lucy Showell / Sharon Waterfall

**Setting address** Wren Day Nursery, Colt Bungalow, National Agricultural Centre, Stoneleigh Park, Kenilworth, Warwickshire, CV8 2RR  
**Telephone number** 02476 418957  
**Email** wrennursery@btopenworld.com  
**Type of setting** Childcare on non-domestic premises

## 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).

## Description of the setting

Wren Nursery originally opened in 1992 and changed ownership in 2001. The setting is privately owned and managed and operates from a single storey building in the grounds of Stoneleigh Agricultural Centre, on the outskirts of Leamington Spa and Coventry. There is a fully enclosed play area available for outdoor play.

The setting is registered by Ofsted on the Early Years register. A maximum of 44 children may attend the setting at any one time. There are currently 38 children attending who are within the Early Years Foundation Stage. Of these, nine children receive funding for early years provision.

The setting is accessed via ramps and has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The group opens five days a week all year round except for public holidays and a week at Christmas.

The setting employs 10 members of child care staff. Of these, nine hold appropriate early years qualifications and one is currently working towards a recognised early years qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Good relationships are fostered between caring staff and happy children in this welcoming and homely environment. Staff have developing awareness of the Early Years Foundation Stage (EYFS) and have appropriate knowledge of the requirements to support all children's individual needs. Staff demonstrate some capacity for continuous improvement through clear changes since the last inspection and attendance on training has increased their knowledge and skills. They have recognised further areas of development, however, staff are not always clear on their roles and responsibilities because systems for managing strengths and weaknesses are not sufficiently robust and some documentation, policies and procedures lack necessary detail.

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

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

- ensure all policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children are written in line with current requirements
- ensure all practitioners have a clear understanding of their roles and responsibilities
- maintain a regular two-way flow of information with parents with particular regard to details of all foods provided for the children
- ensure children can sleep safely without disturbance in an area equipped with

appropriate furniture and individual bed linen.

To fully meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum and ensure a record of risk assessments is maintained which identifies aspects of the environment that need to be checked on a regular basis and states when and by whom they have been checked.

31/10/2008

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

Staff qualifications and ratios meet the welfare requirements. The appropriate systems in place for recruitment and clear vetting procedures ensure children are safeguarded by suitable adults. Individual appraisals are used to identify professional development and training needs. However, some staff do not have a consistent understanding of their roles and responsibilities. For example, a designated member of staff is not appointed for behaviour management and not all staff are involved in the self-evaluation process.

Some useful documentation such as, child protection procedures, complaints information and records of accidents and medication are in place. However, several policies and procedures are not written in line with current requirements. Children are secure in the premises and appropriate systems are in place to ensure safety on outings and during use of the show grounds. However, some hazards to children have not been identified or important risk assessments carried out.

There are strong relationships with parents and carers which are promoted through daily verbal and written feedback and useful information such as planning, newsletters and examples of the children's work. Parents are involved within the setting as they are invited to evenings to discuss their child's progress and some questionnaires are completed by parents and opinions are valued. However, full menus are not always available for parents.

The setting has limited liaison at present with other providers delivering the Early Years Foundation Stage as the children only attend their provision. And there are no children currently attending with English as additional language, learning difficulties and/or disabilities. However, appropriate documentation is in place and staff understand the importance of sharing information appropriately and discussing with parents before involvement with external agencies or services.

## **The quality and standards of the early years provision**

Children's overall welfare is actively promoted as healthy and nutritious home-cooked meals are provided daily for all children. Water and drinks are available

freely to pre-school children and younger children are offered drinks regularly. Although children sleep and rest when desired, individual linen is not always provided, some pushchairs do not have suitable covers and a written risk assessment of the outdoor sleeping area has not been completed.

Staff provide children with opportunities to enable them to reach their potential through appropriate knowledge of the learning and development requirements of the Early Years Foundation Stage. Planning, observation and assessment are used appropriately to provide a balanced curriculum for children, although not all staff are actively involved within this procedure. Systematic and opportune observations, of children's interests and progress across the six areas of development, have been undertaken and some information is gained from parents regarding children's starting points. This information is used to plan experiences for children's next steps in development and builds a foundation for future learning.

Children are able to self-select activities from a good range set out by staff and have some ability to access resources independently. They behave well as staff expectations are realistic and reinforce positive behaviours. Staff encourage children to make decisions for themselves and to share resources, take turns and respect others. Effective relationships are built through suitable interaction and appropriate questioning which challenges and extends children learning.

The outdoor area is used particularly well as both the attached play facilities and the local wooded and natural environment are accessed daily. Planned and spontaneous activities enhance children's knowledge and interest in the world around them and support numeracy and literacy skills as they identify letters, numbers and shapes on buildings and road signs and when faced with difficult terrain they quote 'stumble, trip' from a favourite story and complete staffs comments of 'we can't go under it, we can't go over it' with 'we have to go around it!' The toddler-age children delight in finding treasures such as bird feathers and watch as a heron flies to and from ponds. Babies enjoy a wide range of natural and traditional play equipment indoors such as activity centres, mirrored walls and musical instruments and outside they explore the local surroundings during nature walks and watching the construction of the adjacent building.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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