

# Whitwick Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY301356

**Inspection date**

01/09/2011

**Inspector**

Aileen L King

**Setting address**

Market Place, Whitwick, Coalville, Leicestershire, LE67 5DT

**Telephone number**

01530 830499

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Whitwick Day Nursery is an independent nursery, which opened in 1994 and operates from the old school building in the village of Whitwick in Leicester. There are four rooms available to the children and these consist of the baby, toddler, nursery and pre-school rooms with toilet and nappy changing facilities. There is a designated room for parents and carers and an enclosed area for outdoor play.

The nursery is registered to provide care for a maximum of 71 children under eight years at any one time. There are currently 123 children on roll, from six months to four years. This includes children of two, three-and four-years-old who are in receipt of funding. Children attend a variety of sessions. The nursery opens Monday to Friday from 7.30am until 6.30pm, all year except for public holidays.

There are 21 members of staff, including the cook. Staff available to work with children hold a variety of early years qualifications, of those one has a Level 5 qualification, 13 hold Level 3 and two hold Level 2. Four members of staff are working towards Level 3. The nursery is a member of the National Day Nursery Association and receives support from the local authority. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A significant strength of Whitwick Day Nursery's work is the exceptional standard of interaction and engagement provided by staff, who are also extremely vigilant in their care of the children. These combined, mean that the children thrive and blossom in their learning and development. The nursery strives for and successfully achieves a very inclusive atmosphere where all children are treated very much as individuals. The partnership with parents and carers is highly effective and parents feel their children are very content and happy, partnership working with other providers is good overall. Monitoring the effectiveness of the provision is extremely rigorous, based around a strong team commitment and results in outstanding capacity towards continuing development and innovation.

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

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

- enhancing partnership working with other providers to the benefit of children's learning and development.

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

Procedures for keeping children safe are very rigorous and this is backed by staff training and safe recruitment practices. Suitable adults undergo appropriate checks, which start at interview as part of the recruitment process and then into core training. Records, policies and documentation reflect high level safeguarding procedures. Regular checks and routines are made to ensure the premises are free from any potential hazards and make everyone aware of what to do in an emergency. Attention to detail is not overlooked. For example, staff carry a 'fire bag' when they leave the building, containing any essentials which might be needed, so they are extremely well prepared if any incident occurs. The very effective organisation of the nursery ensures the children's needs are met. The highly committed team of staff have a shared vision, backed by productive monitoring systems to evaluate and analyse provision and practice. The team have regular meetings to share observations of practice with the manager and to respond to what has been observed. Organisation and deployment are addressed very rigorously by the monitoring systems to decide upon effective and balanced provision. Resources are being improved on an ongoing basis, in particular some extensive improvements have been completed on the outdoor area and resources to reflect cultural diversity have also been developed. There is such a fine tuned level of teamwork that staff seamlessly take on responsibilities to ensure everything runs smoothly. The building is very well managed and the outdoor area is very spacious, with a well-established garden area and space to be active. These areas are used extremely well to offer excellent opportunities for children to explore and investigate the environment.

All children are catered for as individuals and resources and provision are adjusted accordingly to meet their needs. The strong team ethos and practice are reflected in the inclusive atmosphere, backed by staff training in equality and diversity and inclusive practice. Resources are carefully chosen and have been improved in the interests of promoting an awareness of other cultures and backgrounds. French is offered as part of the provision. The nursery has considered the daily menus so cultural diversity is reflected in a range of tasty meals and offers a wide range of activities and involving the local community to celebrate local cultural events.

Self-evaluation is objective and recorded in a highly comprehensive and detailed document with an extremely candid view of aspects for development and what the nursery has done to bring about improvements. Self-evaluation is devised with frequent input from staff, with a very productive and rigorous procedure to assess what staff consider to be aspects of strength and those needing further improvement. Meetings are held to this end and has resulted in a very cohesive and comprehensive evaluation and analysis of the effectiveness of provision and practice.

Partnerships and networks with schools are used very well to ease transition when children are ready to leave. The nursery uses links with linked nurseries to share additional expertise. Children can attend a variety of other settings and the evaluative approach to judging the nursery's aspects for development means that

strengthening these links has been identified as beneficial to the continuity of the children's learning and development. However, links with outside agencies especially in connection with special educational needs and/or disabilities are very productive and have been extremely helpful in the past.

Partnerships with parents and carers are extremely positive and they view the nursery very highly. The creative atmosphere is very much welcomed by parents who feel the children are able to explore and be creative in the environment. They feel very informed and involved, are consulted regularly and encouraged to participate, for example, to stay for breakfast with their children.

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

From their arrival in the nursery in the morning, the children are active learners, they work and play independently and in small groups and engage in high quality learning. There is a great deal of engagement and interaction in all age ranges with experienced staff, who are highly responsive to the needs of the children including young babies. There is a high degree of participation by adults with the children who in turn, learn and develop extremely well. Staff transmit their enthusiasm to children, for example, this was very evident outdoors, when staff were very active participants in the children's games and activities. Pre-school aged children display secure and sophisticated levels of coordination and control. For example, they can kick a ball accurately and with ease whilst on the move. The children's achievements are evident as they progress through the nursery, particularly as the staff keep such detailed and comprehensive records and use this extremely well to inform future learning.

Children demonstrate they feel very safe and secure from a very young age. They are systematically encouraged to observe safe practices, for example, putting on sun screen when outdoors and the children's demeanours show they feel very settled and content. Children are actively involved in how to keep safe, for example, based on the story of a friendly monster they thought about safety instructions, such as 'wear your hard hat'. Children from a very young age are developing the routines which will stand them in very good stead to achieve a healthy lifestyle. Parents feel this is a significant strength for them as their children are showing distinct signs of adopting and maintaining healthy lifestyles and eating habits. For example, they choose the healthier option at breakfast time on holiday, such as cereal and organic yogurt. Children enjoy their food and are keen to try new tastes and textures. They are very energetic both indoors and outside and use the full range of equipment available to them to the best advantage.

Children contribute significantly due to their highly positive behaviour and attitudes to each other. Outdoors they tend the vegetable plot and ensure that any creatures they discover as they rake and dig are handled carefully, making a very positive contribution towards the environment and how to consider living things. They 'have a voice' within the nursery and have opportunities to contribute and offer suggestions which have been acted upon. They can make comments,

contribute towards a questionnaire and the 'question of the week' allows them to have their say. For example, role play was changed in line with children's comments and organisation and behaviour management strategies have been adapted to reflect the children's ideas.

The children are actively involved in the learning and development opportunities provided for them and their skills flourish as a result. They enjoy asking questions and exploring their ideas with adults. They use technology in their learning, for example, using increasingly complex programmes to reinforce their basic skills. They use a variety of implements to make marks towards emerging writing, they engage in simple problem solving, for example, if two-dimensional shapes fit together to make a pattern. In the pre-school room in particular, the children present are very mature and confident for their age and activities such as lunch time are calm, relaxed and social events in which the children's social skills and personal independence flourish. Personal independence is valued in the nursery and from the baby room onwards, children are encouraged to make choices, for example, to serve themselves at lunch time with the help of an adult if necessary. There is a highly individualised and personalised approach which enables the children to make at least good and sometimes exceptional strides in their learning. They are very aware of what they are learning and share their ideas readily, for example, as they create role-play and help each other to manipulate moveable parts on models of characters.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	2
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
--	---

### 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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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