

# The Village Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	322994
<b>Inspection date</b>	30/09/2009
<b>Inspector</b>	Mary Wignall

<b>Setting address</b>	Crooke Road, Standish Lower Ground, Wigan, Lancashire, WN6 8LR
<b>Telephone number</b>	01942 323 444 and 01204 695 688 director
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

The Village Day Nursery opened in 2000 and is situated in Standish Lower Ground, Wigan. It operates from a converted village primary school and provides accommodation on two floors. Most children under three years are cared for on the ground floor whilst the older children use the two pre-school rooms on the first floor. All children have access to a secure outdoor play area. A maximum of 89 children may attend the nursery at any one time.

The nursery is open each weekday from 7.30am to 6pm throughout the year. The nursery is registered for no more than 101 children under 8 years; of these, not more than 89 may be in the early years age group, and of these, not more than 35 may be under 2 years at any one time. There are currently 160 attending who are within the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently no children on roll relating to this register. The nursery gets funding for the provision of free early education for children aged three and four years old, and currently supports children with special educational needs.

The children are cared for by a staff team of 29, of whom, three have qualified teacher status, two have relevant foundation degrees, three have relevant Level 4 qualifications, 28 have relevant Level 3 qualifications, and one is working towards a relevant Level 2 qualification. One member of staff has Early Years Professional Status. The nursery also has a cook and domestic staff. The nursery gained the Wigan Quality Standard Mark in December 2007.

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

Overall the quality of the provision is good.

Positive interaction of the staff and their keenness to implement personalised care and learning for all the children ensures their individual needs are met. This results in children making good progress in their learning. Effective partnership with parents, external agencies and schools means children's welfare, education and transition to school are well supported. Self-evaluation processes involving parents and staff give a good understanding of the nursery's strengths and weaknesses. Targeted improvements, such as to the outdoor play space and planning, have significantly improved children's enjoyment and use of the outdoor space.

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

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

- investigate all written complaints relating to the requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. (Safeguarding and promoting children's
- 03/11/2009

welfare)

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

- use observation and assessments to identify learning priorities and plan relevant learning experiences for all children
- ensure all equipment is clean.

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

Effective recruitment and induction procedures ensure staff are suitably vetted and are able to implement the nursery's inclusive policies and procedures. Annual appraisals, supervision and monitoring by the two nursery managers ensure their continued suitability and knowledge to safely care, educate and protect the children. This results in well motivated staff team who work well together. The designated person with responsibility for safeguarding children issues has up-to-date training and shares their knowledge with all staff in regular staff meetings. Consequently, staff are confident and knowledgeable of different types of abuse and able to deal with any concerns consistently. Comprehensive systems of risk assessments assess and manage any potential hazards in and out of doors and off the premises. Staff in each room take responsibility for completing checks and maintain appropriate records ensuring the children's safety. The health and safety policy has procedures for dealing with any potential hazards, although at times its implementation is not fully effective. Some equipment is worn and unhygienic as it is difficult to keep clean. For instance, parts of the soft play equipment are worn exposing sticky substances which attract and accumulate dirt.

Effective partnerships with external agencies and parents promote children's learning and well-being. A range of methods involve the parents in their children's learning. Children's progress files shared on request or in planned parent evenings keep parents informed of their children's development. Staff actively encourage parents to share information about their children's experiences at home. This is done in individual feedback books and paper slips. The slips are available in the entrance hall with information about their use in informing planning for their children's activities. The managers understand the need to investigate any complaints received and have a complaints procedure, although it is brief, reflecting a limited knowledge of the legal requirements. Established links with local authority agencies, such as the inclusion team, ensures children's individual needs are met with appropriate support. Effective links with local schools support children's transitions well with teachers meeting to share information and agree strategies.

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

The management team ensures that they support the children's learning and development in partnership with the parents. All staff implement the general and personalised planning that ensures all areas of learning are consistently covered. The tracking and observations systems are used to note each child's progress and plan personally for each of them. Monitoring systems ensure all children, including children attending on a part-time basis, have personalised experiences. Occasionally the monitoring system is not fully implemented, leading to some children having fewer observations or their observations not being used fully, resulting in some children having less personalised planning to help them progress towards the early learning goals.

The staff take pride in their work and work well together to support children's play and learning. The children are active and freely make choices in their play. The system of observations and planning keeps staff focussed on their development and enjoyment. They plan varied and exciting play opportunities for the children. Daily use of outdoor space means the children enjoy the benefits of natural daylight and fresh air as they ride or push friends on wheeled toys. Toddlers enjoy the parking bays as they open and close the doors, having successfully negotiated their way into them. The staff support play and learning well, watching and intervening to extend their conversations. Circle time consistently helps the children learn about rules and give well supported opportunities to develop their communication skills. Well adapted for younger children, staff roll balls to different children. They show pride in catching it and saying their name before rolling it on to someone else. Staff are on hand, offering praise and ensuring all children are comfortable and included. All rooms have numbers on display helping to reinforce children's learning of numbers. All enjoy rhymes and counting in their play. Older children manage use of different areas with number reminders of how many is safe and suitable for each area of play. For instance, as children play on the computer, others know their turn will come later as they find something else to play with in the meantime. Tape recorders, musical toys or keyboards help all children understand technology.

The children see artwork as they walk upstairs after playing outside. They recognise their own work where they have matched numbers or patterns or used hand prints to create attractive pictures. They chat happily with staff remembering the fun they had doing them. Children in all rooms have easy access to books. Young children sit cuddling their dolls and looking at books, holding them correctly and very interested in the pictures. The children show good levels of care for their resources and each other. When staff suggested it is nearly lunchtime, they help tidy the toys in clearly marked boxes eagerly anticipating their lunch. The nursery's cook prepares meals made of fresh ingredients on the premises. A staff member with responsibility for allergies helps ensure all children's dietary needs are met including those with specialist diets. The children can smell the food cooking and eat well using child-friendly cutlery and dishes. For instance, children with developing coordination easily hold chunky spoons or feed themselves from the high-sided bowls. Children understand good hygiene routines. Older children

independently access bathrooms remembering to use soap and wash and dry their hands properly. Older children know where to get tissues in their room and know how to dispose of them properly, helping to prevent the spread of infection. Staff use their knowledge of good dental hygiene to help the children appreciate the benefits of cleaning their teeth.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report. (CR7) 03/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report. (CR7) 03/12/2009