

# The Nursery at Wilmslow Preparatory School

Inspection report for early years provision

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**Inspector**

Linda Shore

**Setting address**

Wilmslow Preparatory School, 7 Grove Avenue,  
WILMSLOW, Cheshire, SK9 5EG

**Telephone number**

01625 527739

**Email**

thenurseryatwilmslowprep@btconnect.com

**Type of setting**

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*.

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## **Description of the setting**

The Nursery at Wilmslow Preparatory School is privately owned and was registered in 2011. It operates from a purpose-built single storey building within the grounds of Wilmslow Preparatory School in Wilmslow, East Cheshire. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play and access to the school playing fields and sports hall.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 28 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 35 children attending who are within the Early Years Foundation Stage. 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 10 members of childcare staff, including two apprentices and two trainees. All other staff members hold appropriate early years qualifications. The owner/manager is a qualified teacher.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and development, as staff have an effective understanding of the Early Years Foundation Stage. Children's safety is paramount and they are safeguarded exceptionally well. Self-evaluation is developing well and targets for improvement are well thought out. The setting has a good capacity to maintain continuous improvement. Partnership with parents and others are excellent and have a positive impact on outcomes for children. The required documentation is in place and policies and procedures are implemented effectively to improve children's health and well-being.

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

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

- extend outdoor opportunities for doing things in different ways and on different scales than when indoors, giving children first-hand contact with the natural world.

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

Children's safety is of high importance in the nursery. Staff have an excellent knowledge and understanding of the possible signs of abuse and know the correct reporting procedures to follow if they have any concerns about a child. Robust recruitment procedures are followed and all staff have been appropriately vetted. Comprehensive risk assessments and daily checks to all areas of the nursery ensure risks are effectively minimised and children play in a safe and secure environment.

Effective methods for self-evaluation are in place. Target setting is realistic and staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, for example, safeguarding. The vision of the nursery is shared with staff and they are given responsibilities for different areas. For example, room leaders have been allocated budgets for resources to bring about improvements for children. Resources are deployed well, providing children with an environment in which they have choice and independence in the activities they select. Children with special educational needs and/or disabilities or who speak English as an additional language are well supported by staff, who gain all the necessary information to meet their individual needs.

Excellent partnership working with other professionals, such as, speech therapists ensures that a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential. Comprehensive information is provided for parents, through newsletters, notice-boards and daily discussions each day. Partnership with them is highly effective and they have excellent opportunities to be involved in their children's learning and development, for example, through parent's evenings and feedback forms.

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

Staff have a good knowledge and understanding of the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what they can do and these observations are consistently used to plan for children's individual next steps in learning. Children are keen to learn and freely move around selecting activities, which interest them. Children develop their imagination well, with a wide range of role play opportunities. They have lots of opportunities to be creative. They enjoy painting, playing in sand, water and making collages. Young children develop a sense of self and make relationships, as they spontaneously cuddle their friends. Older children learn to take responsibility for managing their own needs, accessing toilets and drinks as required. Communication is fostered very well by staff, who talk to children clearly and at their level. They ask open ended questions and use the themed resources to promote children's thinking and imagination, for example, the focus on colour and number of the week. Children enjoy books, as

babies cuddle in for stories and older children recognise letters, displayed at their height. Children have lots of opportunities to learn about the wider world, through trips to the theatre, local park and library. They learn about different cultural festivals, such as Diwali through artwork and celebration. Children's physical development is well promoted. They competently dance, jump and swing. Children develop problem-solving skills, as they count through daily activities and consolidate concepts, such as one to one correlation, by relating the number of seats on the bus to the number of people who could sit on them.

Children have excellent opportunities to learn about being healthy. They enjoy a well-balanced diet, which is cooked fresh on the premises each day and healthy snacks, including fruit. Children learn the importance of washing their hands, as staff talk to them whilst they wash their hands before meals and after toileting and messy play. They have regular walking trips into the community and access to outdoor play, which provides children with a variety of play and learning opportunities in all weather, however, there are fewer opportunities for learning with natural materials and larger scale construction materials.

Children feel very safe due to a highly effective key person system. Children settle very well and develop extremely secure relationships, confidently approaching staff for a hug, happy and smiling. Children are exceptionally familiar and comfortable in the environment, moving freely and confidently between activities and know their environment very well. Children learn boundaries and good behaviour through effective behaviour management, for example, after inappropriate incidents, staff take children to one side and explain why their actions are not acceptable and how other children may be feeling. Children are taught respect for each other and themselves and as a result, are developing their own sense of self-esteem.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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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	1
The extent to which children adopt healthy lifestyles	1
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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