

La Maternelle Wistaston

Inspection report for early years provision

Unique reference number EY291818
Inspection date 16/02/2012
Inspector Parm Sansoyer

Setting address Wistaston Church Lane Primary School, Church Lane,
CREWE, CW2 8EZ

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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*.

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.

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Description of the setting

La Maternelle Wistaston is one of a number of settings run by La Maternelle. It opened in 2004 and operates from three rooms within the designated nursery building, situated in the grounds of Wistaston Church Lane School, in Wistaston, Crewe. Children attend from the local and surrounding areas. Children have access to a secure enclosed outdoor play area.

A maximum of 63 children under eight years may attend the setting at any one time. The setting also offers a before and after school club during the school term and a holiday club during the school holidays. There are currently 190 children on roll, of whom 129 are in the early years age group and 19 are aged from five to eight years. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three- and four-years-old. The setting supports children with learning difficulties and/or disabilities.

The setting is open each weekday from 7.30am to 6pm. The out of school club is open each weekday from 7.30am to 9am and 3.15pm to 6pm during term time and from 7.30am to 6pm during school holidays. Pre-school sessions are also offered from 9am to 3pm, term time only. The setting employs 30 staff. Of these, 22 hold a qualification at level 3 in early years, three hold a qualification at level 2 in early years, of whom two are working towards a level 3 qualification, five are unqualified and working towards a qualification at level 3 in early years. Both managers hold Qualified Teacher Status, of which one holds the Early Years Professional Status. The setting receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and comfortable in this fully inclusive environment. All children including those with special educational needs and/or disabilities make significant progress from their starting points. The highly effective organisation of the educational programme, equipment and resources offers rich, varied and imaginative experiences in many areas of learning. The dynamic leadership of the setting and enhanced management systems means children are extremely well safeguarded and their health and well-being exceptionally fostered. There are excellent partnerships with parents and carers, professionals and the local schools. Leadership and management, including the capacity for sustained improvement, is outstanding.

What steps need to be taken to improve provision further?

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

- increasing further opportunities for children to use numbers and calculate through the daily routine and practical play experiences.

The effectiveness of leadership and management of the early years provision

The extremely strong management team ensure the safety and welfare of children is given high priority throughout the setting. Key staff have an excellent knowledge and understanding of safeguarding issues through comprehensive policies and procedures which are reviewed on a regular basis to ensure they continue to meet requirements. Highly effective recruitment, vetting and induction procedures are in place. Consequently, staff have an excellent understanding of their roles and responsibilities and are well qualified and experienced. Staff are extremely vigilant about the children's safety and carry out daily safety checks of the environment, including robust written risk assessments, which are conducted on all areas used and any outings undertaken with the children.

The management team and staff are passionate and have high aspirations. The clear and achievable plans and ambitious targets means they strive to achieve the highest standards in the service they offer. They successfully lead a culture of reflective practice, self-evaluation and informed discussion. As a result, morale is very high and a belief in the settings success runs through all levels of staff.

All children, including babies, make significant gains in their learning. Their individual progress is consistently good and often excellent in relation to their capabilities and starting points. Teaching is rooted in expert knowledge of the learning and development requirements and staff use a positive range of teaching methods and resources to offer an excellent range of planned, purposeful play and exploration both in and outdoors. Assessment through high quality observations is rigorous and the information gained is used effectively to guide planning.

Staff have an excellent knowledge and understanding of individual children and as a result their needs are exceptionally well met. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with parents and carers, other professionals and agencies. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Parents and carers are heavily consulted in decision making on key matters affecting the setting through well established systems, such as contributing to staff appraisals and ongoing feedback questionnaires.

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

Children's personal, social and emotional development is fostered very well. Older children, including those that attend the out of school club and holiday provision, work exceptionally well independently and with their peers showing excellent negotiation and cooperation skills. Creative strategies are used well to encourage

children to contribute their ideas, choose and decision make. Behaviour is exemplary as they learn to respect each other and their environment. Babies form close attachments with their assigned key person and familiar staff and show a real sense of belonging, feel safe and have a sense of trust.

Children's communication, language and literacy is supported extremely well. Children develop a keen interest in books because staff are skilled in encouraging children to enjoy stories. For example, a variety of interesting books and story aids, which are often linked to the topic, are used well to capture the children's interest. Children have daily opportunities to initiate conversation and take account of what others say. For example, cosy dens have been created both indoors and outdoors for children to chat, which has had a positive impact on their language development. All children build excellent foundations for early literacy through making sense of visual signs and symbols and engaging in mark making through an appealing and extensive range of experiences.

Children's problem solving, reasoning and numeracy is fostered well. They show a keen interest in shape, pattern and size and explore measures, weight, capacity and why things happen. Children have good opportunities to discover things about counting, sorting and matching. However, they have fewer opportunities to use numbers and calculate through the daily routine and practical play experiences.

The children's knowledge and understanding of the world is supported extremely well to help them make sense of the world. The garden area and the school 'woods' offer meaningful opportunities for children to explore and find out about plants and creatures in the natural habitat. For example, they enjoy 'bug hunts' and learn to identify insects collected. Children have excellent planned first-hand experiences to observe and predict, such as when they have followed the life cycle of the butterfly and took advantage of a naturally occurring event when a duck had nested in the sensory garden. Children rapidly begin to know about their own cultures and beliefs and those of other people because staff positively use a range of meaningful experiences, which are enjoyed by the children

All children's creativity, including those attending the out of school club and holiday provision, is extended very well. They have excellent opportunities to share their thoughts, ideas and feelings through using a broad range of art and craft, music, dance and imaginative and role play resources, which are inspiring and made readily available indoors and outdoors. All children, including babies, have an extended range of opportunities to explore colour, texture, shape and respond well to what they see, hear, smell, touch and feel.

Children have an excellent understanding of how to stay safe and this is demonstrated well through their play. The extent to which children adopt healthy lifestyles is outstanding. All children, including babies, benefit from the access to fresh air and the outdoor environment, which contributes significantly to their health and well-being. Children build their confidence well as they competently use large and small physical play apparatus. Children become avid recyclers as they sort plastic, paper and card and use the compost bin. They benefit from freshly prepared meals which are healthy, balanced and nutritious or a packed lunch and show a comprehensive understanding of making healthy choices. Children

successfully develop outstanding skills for future through becoming active, inquisitive and independent learners.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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

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