

Wings Nursery

Inspection report for early years provision

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Inspector

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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

Wings Nursery is privately owned. It opened in 1992 and operates from two rooms in a church centre in Richmond, in the Borough of Richmond upon Thames. The nursery also has access to an enclosed outside play area, a kitchen and toilet facilities. The nursery serves the local and wider community. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 34 children from two to under eight years. There are currently 34 children from two to under five years on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery is open each weekday from 9.15am to 12.45pm during term time only. Children attend for a variety of sessions. The nursery currently supports a number of children who are learning English as an additional language.

The nursery employs eight staff, including the manager. Of these, seven members of staff hold an early years qualification, including one holding a level 6 qualification and four holding level 3. The nursery receives support from the local authority. Some of the teaching is based on the Montessori Method.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make consistent progress within the Early Years Foundation Stage in this well resourced and welcoming nursery. Staff value children as unique individuals and are committed to meeting their learning and welfare needs with some minor areas for improvement. The provider and her team have a committed approach to continuous improvement and they have made many positive changes since the last inspection. The nursery has developed a strong partnership with parents and has established good links with other provisions within the community.

What steps need to be taken to improve provision further?

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

- request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 07/04/2012

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

- review snack time routines in order to provide opportunities for children to develop their understanding of healthy lifestyles and develop their independence.

The effectiveness of leadership and management of the early years provision

Access to the nursery is through a locked door, visitors are required to sign in a book and they are supervised at all times to ensure children's safety. A detailed safeguarding policy is in place and staff have a good understanding of what to record and how to raise concerns about child protection. Robust recruitment and induction procedures help to ensure that all staff are suitable to care for children and have appropriate background checks. Children are well protected in the event of an accident because staff hold relevant first aid qualifications. However, the provider does not request written parental permission to seek emergency medical advice or treatment for children attending the nursery. This is a breach of requirements.

The staff team contributes to the overall evaluation of the nursery through meetings, discussions and action plans. The nursery has successfully addressed all of the recommendations made at the last inspection. Other improvements include purchasing new garden resources, making better use of the indoor space and planning parent consultations. The team's willingness to embrace change improves outcomes for children and has a positive impact on learning and development. Furthermore, it means that the nursery is able to sustain long-term continuous improvement.

Children access an abundance of stimulating resources, which promote all areas of development extremely well. They are able to self-select toys indoors and outdoors, so are in charge of making their own decisions about what to do. The hard working, experienced staff team work very well together and offer a good balance of adult-led and child-initiated play.

The nursery effectively promotes equality and diversity. Staff have an extensive knowledge of children's backgrounds, which enables them to meet their individual needs very well. Resources, such as dolls, puzzles and books, reflect people from different backgrounds in a positive way. Children who are learning English as an additional language receive one-to-one support and make good progress in their communication skills as a result.

Relationships between parents and staff are relaxed and well established. Parents say that they are extremely happy with the nursery and comment on how calm and reassuring the staff are. Staff collate useful information from parents about children's starting points, interests and routines when they first attend. This enables staff to plan for children's learning effectively. They discuss learning priorities during consultations with parents and encourage parents to contribute their ideas and thoughts to how best to support children in their learning.

Partnerships with other professionals and agencies are securely in place; for example, the nursery provides transfer documents for local primary schools to ease transition from nursery to the school environment. This process effectively helps to support partnership working and continuity for children and their families.

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

Children and parents are warmly welcomed upon arrival at the nursery. Children confidently leave their parents and choose from the exciting activities on offer. Children have a special person responsible for helping them to settle. The key person's manage their role very well, which enables children to form strong attachments to staff. Children communicate with confidence, talking with a great deal of enthusiasm about their time at the nursery. They share information about some of their favourite activities, such as playing with dough, reading books and playing with their friends.

Children enjoy being creative and participate at their own individual level. For example, some children enjoy exploring the consistency and texture of the glue as they spread it over paper, whilst others use the glue with more purpose to create planned pictures and collages. Staff compliment children's work and display it around the room to place value on their contribution. Children have active imaginations, which are encouraged through well resourced role play areas. They play in the home corner, and pretend to cook and serve food. Children share and collaborate with each other, showing that positive relationships exist across the nursery.

Children use toys and equipment that enable them to develop valuable skills for their future development. They make marks enthusiastically, enjoy drawing and create pictures with recognisable symbols and letters. Children use the computer to develop problem-solving skills as they engage in exciting games combining literacy and numeracy. Staff encourage children to use numbers throughout their play, for example, looking around the room for numbers and comparing quantities of everyday objects. Children's well-being and good health are mostly encouraged throughout the nursery. They enjoy eating tasty snacks such as fresh fruit and bread sticks. However, there are missed opportunities for discussion about healthy eating. Furthermore, staff prepare food and pour children's drinks which limits opportunities for children to develop skills and become more independent. Children make great strides in their physical development; they relish outdoor play using a rich variety of equipment to try their skills in climbing, jumping and balancing. Children learn how to use the environment safely by taking safe risks using tools and equipment to help them develop their own sense of safety. Children behave very well and staff are very good role models to the children. The nursery is a positively challenging environment that is calm yet enriching and vibrant. Consequently, opportunities for children to learn are abundant.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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