

Wellington Day Care

Inspection report for early years provision

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Inspector

Gill Thornton

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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*.

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Description of the setting

Wellington Day Care opened in 2007. It operates from the Wellington Sure Start Children's Centre, in central Ipswich, Suffolk. It is run by a limited company by guarantee with charitable status.

Children are cared for in one main room and occasionally children access a side room for planned small group work, the provision also includes staff room, laundry, kitchen, dining room and office. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 61 children in the early years age group on roll. The nursery serves the town and surrounding local area. The nursery currently supports a small number of children with learning difficulties and/or disabilities, and also a number of children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications, some of which are higher level; one member of staff is working towards a qualification; two are working towards a higher qualification; and one has achieved Early Years Professional Status. The nursery receives support from the local authority and provides funded early education for two-, three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's background and individual needs makes sure that staff successfully promote children's welfare and learning in this inclusive nursery. Partnerships with other professionals are a key strength and are significant in ensuring that the needs of all children are well met and their protection assured. As a result children make good progress given their age, capabilities and starting points. Regular self-evaluation by the manager and staff team ensures that areas for development are prioritised and acted upon, resulting in a provision that responds to the needs of its users.

What steps need to be taken to improve provision further?

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

- review staff deployment over busy lunchtime periods to ensure the needs of all children are fully met
- enhance children's opportunities to use and recognise their names during everyday activities, for example, as part of snack time routines.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and carefully managed. As a result children are well protected because staff are knowledgeable about the action to take if they have any concerns about the children in their care. Robust recruitment and vetting procedures ensure staff's suitability to work with children and all staff have attended safeguarding children training. Staff make good use of up-to-date risk assessments to ensure that all areas used by the children are safe and secure. They carry out effective daily safety checks to ensure children are able to move freely and safely around the indoor and outdoor environment. Good security measures are in place and staff supervise children closely to support their welfare and development.

Staff use their good knowledge of the Early Year's Foundation Stage well to support children in their learning. They ensure children are provided with an interesting, well-equipped and welcoming environment which successfully reflects most children's backgrounds and the wider community. The available resources are used well to achieve planned goals in learning and development. Therefore, children clearly benefit and thrive. The management team drive improvement and encourage staff involvement. For example, allocating individual areas of responsibility within the indoor and outdoor environment gives focus and a common sense of purpose amongst the staff team. Continual professional development is well supported to ensure staff are well-qualified and up-to-date with current practice. The management team communicate high expectations for quality and set short term action plans to improve the quality of the provision. Staff are generally well deployed and staff ratios carefully monitored to ensure the minimum legal requirements are met at all times. However, sometimes staff are over stretched, such as at the busy lunchtime period, and struggle to ensure children's individual needs are fully met.

Excellent partnership working takes place to ensure each child receives high levels of support at an early age. There are well-established channels of communication between all partners involved with individual children; consequently, outcomes for children and their experiences are positive. Very effective relationships with the children's centre and other agencies involved with the children are well established and contribute well to supporting children's welfare and learning. Staff provide sensitive, individualised support for all groups of children. They readily adapt activities to ensure that the individual needs of all children are very well met and all children are fully included in the life of the setting. For example, effectively using flash cards to support and develop children's differing abilities in spoken English. Effective steps are taken to close identified gaps in achievement and ensure children receive additional support as necessary. The nursery has positive relationships with parents and carers. The friendly exchange of information on arrival and departure ensures children's changing needs are well met. Parents praise the improvement they have seen in their children's progress, especially in their communication skills, since attending the nursery. Parents are invited to regular meetings with their child's key person to share information on children's

progress and achievements.

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

Children are happy and settle well in the friendly and inclusive environment provided at the nursery. They have good relationships with staff and each other and are learning to respect and value each other's views and needs. They show good levels of achievement and most children including those with learning difficulties and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals given their capabilities and starting points. Children also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children learn to behave well because staff consistently remind them of simple rules of expected behaviour, such as to use their walking feet when indoors. Children are learning to share and negotiate with their peers and they look to staff for support if they are unable to settle simple dispute for themselves. The familiar routines of the nursery help children become secure and know what is expected of them. For example, at mealtimes children confidently know to scrape their own plate when they have finished.

Children enjoy their time at the nursery. They are cared for in one large room which is rich in print and thus provides good opportunities from an early age for children to become familiar with the written word. All children develop a love a books and they enjoy many opportunities throughout the day to share their favourite books with staff and each other. Attractive story sacks are used well to promote further interest and encourage children to join in with the sequence and events in well-known stories. Staff promote children's interest in letter sounds and names, however, children do not have systematic opportunities during everyday routines, such as at snack time, to recognise their own names in print.

Children play well on their own and with their peers, instigating their play and sharing ideas with confidence. For example, sitting side by side and pretending to give directions to a friend over the telephone in the office area. Children from different backgrounds and cultures work and play together in harmony such as in the well-equipped construction area. All children are interested and motivated by the attractively resourced and well-laid out continuous provision in the indoor learning environment. Staff extend children's play by planning relevant and motivating learning experiences based upon children's current interests and prior experiences. For example, extending a child's interest in building ramps by encouraging them to predict what will happen when they roll different objects down a wooden ramp.

Children are learning to handle tools and equipment safely in their play. Younger children are beginning to take risks and develop confidence in their own physical skills, such as while climbing outside or learning how to sit down safely in a chair. Children learn to follow good hygiene procedures from an early age. For example, younger children are helped to wash their hands after having their nappy changed.

Freshly prepared meals based on sound nutritional guidance help children gain an understanding of the importance of a healthy diet. Children enjoy meaningful opportunities to engage in a broad range of physical play experiences and gain a secure understanding of the importance of exercise as part of a healthy lifestyle. They benefit from easy access to a small outdoor area for the majority of the session. In addition they enjoy playtime in the larger outdoor area of the children's centre, which provides more challenge and space for large physical play. Children enjoy a variety of spontaneous role play experiences; they express their ideas and play together cooperatively as they recreate a range of experiences making good use of the available props to support their imaginative play.

Children's progress in communicating, literacy and skills relating to information and communication technology are developing well. For example, staff use Makaton well when communicating with children and use symbols to encourage children's participation and communication skills, such as when choosing songs at circle time. Children enjoy many opportunities to develop their early mathematical skills as staff encourage their understanding of numbers and simple calculation within everyday routines, such as when working out how many children are present. Overall children are becoming active and inquisitive learners and progressing well in all areas of learning and development.

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	1
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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