

The Wantage Nursery & Preschool

Inspection report for early years provision

Unique reference number EY435803
Inspection date 12/04/2012
Inspector Tom Radcliffe

Setting address 6-7 Church Street, Wantage, Oxon, OX12 8BL

Telephone number 01235760213
Email wantagenursery@gmail.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 Wantage Nursery and Preschool is owned by a limited company. It opened in 2005 and re-registered as a limited company in 2011 under new ownership. It operates from three rooms in a modified building and is situated in a town centre shopping street in Wantage. A maximum of 46 children may attend the nursery at any one time; of these, all may be in the early years age group. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure outdoor play area. There are currently 39 children in the early years age group on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early years education to children aged three and four. The nursery mainly provides for children in the local area. There is provision for children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications and three are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The child-friendly nursery provides children with a range of purposeful play opportunities where they can make their own choices and be independent. Staff have a good understanding of children's individuality, which enables them to meet their needs well. The provider has well developed partnerships with other settings and professionals, which support the good progress that most children make. The nursery safeguards children consistently and a highly positive relationship with most parents ensures they have a complete understanding of the nursery's work. A thorough use of self-evaluation enables the nursery to build on its many strengths and tackle known weaknesses and it has a good capacity to maintain continual improvement. Overall, the nursery uses good resources and knowledgeable staff to support children's all round development.

What steps need to be taken to improve provision further?

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

- build on the present use of information and communication technology to support children's learning
- develop the use of the "warehouse" to provide additional play experiences for children when other outside areas can not be used; for example, when weather conditions are unsuitable.

The effectiveness of leadership and management of the early years provision

The nursery uses concise and informative written policies and procedures with parents and carers. This helps to ensure that they have accurate up-to-date information and helps the safe and efficient management of the nursery. Staff safeguard children effectively as their training enables them to understand their role in recognising any potential concerns. They implement well-thought out procedures to manage any concerns that they may have. Children enjoy good levels of caring support from attentive and enthusiastic staff. They direct their own play and make decisions when in the nursery. This takes place in a safe environment where staff support risk taking but reduce hazards by using risk assessments. This enables children to explore and motivates them to play both indoors and outdoors. This has a positive impact on children's confidence and self-esteem. The nursery promotes children's good health and well-being at all times. Staff implement hygienic daily routines and manage illness or minor injury well.

The manager and staff are very reflective about all aspects of their work. They use self-evaluation to gain an understanding of what they do well and what may need development. In addition, they actively seek feedback from parents, share professional expertise and observe children. The nursery uses this information to set targets and create development plans to enhance outcomes for children. The nursery has made steady and significant progress since it recently registered. The provider ensures that well trained staff have the required skills that they need to support children effectively. All staff show a firm commitment to support the children in their care. Partnerships are well established and make a strong contribution to children's achievement and well-being. Parents engage well with the nursery. The nursery informs them about their children's development in an accurate and timely way. Parents value the opportunities that their children have to mature, grow and learn.

Children play in well-organised accommodation, which interests them and stimulates them to investigate and explore. The nursery has carefully provided a good range of age-appropriate resources and play spaces. Children use exciting outdoor play areas and are able to access resources that mostly support their all round learning and development. The nursery has an additional covered play area, called the warehouse. This space is not developed to the same standard as the garden area. It does not support children's learning when, for example, they are not able to use the garden. However, staff support the choices made by children and they facilitate child-led play well. Staff take a more direct lead when this is appropriate and they are always on hand to offer support and guidance. The nursery is inclusive in its practice. Staff understand each child as an individual who is capable of building on what they can already do. This includes children with special educational needs. Children have many opportunities to understand and learn about their diverse world. They take part in activities and use resources that help them understand the society that they live in.

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

Children make good progress in relation to their capabilities and starting points. They access a broad range of interesting learning opportunities, which shows a balance of child and adult-lead play. Staff take time to understand the individual needs and preferences of each child. They use this information constructively particularly as they promote conversations and guide children's learning into new directions. Staff observe children effectively and are able to talk with authority about the progress that they make. Parents have access to written development information, which enables them to understand their child's progress towards early learning goals. Staff make sure to use what they know about children when planning for their ongoing learning. There is a sense of fun in the nursery, which comes about from the children enjoying what they do. Staff have a good understanding of the Early Years Foundation Stage. They also fully understand that young learners need play and first-hand experiences to fuel their imaginations and learning.

Children of all ages have plenty of chances to be independent and make choices. They enjoy using the garden area as both an outdoor classroom and adventure playground. While outside, children use a range of art resources and freely select what they want to make their own creations. Children park cars in order and invent their own games with small games equipment. Children enjoy digging in soil and talk about plants that they grow. Children like mixing with groups of other children, for example, at the start of the day. At these times, they enthusiastically take part in singing and action songs. Most children show a strong interest in books and often ask to share them with adults or other children. The youngest children in the nursery enjoy experimenting with sand as they watch it fall to the ground. They also use mirrors to recognise themselves and have conversations about their hair. Children have many opportunities to develop their understanding of number through practical experiences and games. In addition, the nursery promotes written language well through its use of labels and the high status given to books and other writing. Children have the opportunity to learn other languages and find out about festivals from around the world. The nurseries use of information and communication technology lacks focus. Children have only limited opportunities to use these important resources to support their learning.

Children receive good advice, which they follow to understand about their safety. This involves using stairs correctly or how to behave when outside the nursery. Children are safe and show good standards of behaviour. Most are able to share, take turns and involve others in their play. They can also direct their own learning and arrange resources themselves. Staff allow children to do this, which provides them with important life skills that are constantly developing. Adults in the nursery play an influential role as they promote worthwhile learning experiences. Children understand that they each have different needs and learn to respect this. In addition, children have a good understanding that their own good behaviour and positive attitudes enable harmonious play. Most children show the ability to be able to concentrate and develop skills that they have already acquired.

The nursery promotes outcomes for children consistently well. Children enjoy being able to play, use their imaginations and extend their learning. They explore freely and are becoming very effective communicators. Children feel very safe when in the nursery and benefit from secure and trusting relationships with adults. These impact children's willingness to immerse themselves in the positive attitude within the nursery. Children have a good understanding of healthy life styles as they talk about food choices and are often physically active. Children have a good attitude to learning and the expectations that adults have of them as young learners. Most children are very well equipped with the skills they need in order to secure future learning.

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 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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