

# Wishing Well Nursery - Myrtle Place

Inspection report for early years provision

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**Unique reference number**

EY436454

**Inspection date**

01/05/2012

**Inspector**

Cathryn Parry

**Setting address**

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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**

Wishing Well Nursery - Myrtle Place is one of two childcare provisions owned and managed by Dargan Childcare Limited. It was registered in November 2011 and started offering care to children in January 2012. The setting operates from a two-storey building situated in a residential area of Bingley, West Yorkshire. Children access a secure enclosed outdoor play area.

The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year, excluding Bank Holidays. It also offers care during the school holidays from Monday to Friday from 7.30am to 6pm for children aged five to 12 years. It serves the local and surrounding areas and children attend for a variety of sessions. The setting is registered to care for a maximum of 90 children under eight years at any one time, 64 of whom may be in the early years age group. It also offers care to children aged eight years to 12 years. There are currently 44 children on roll, of whom 22 are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children who speak English as an additional language.

There are 10 members of staff, including the manager, who work directly with the children. Of these, two hold an early years qualification at level 4, five hold a qualification at level 3 and one holds a qualification at level 2. The setting receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

The manager and staff offer a warm and friendly welcome to all children, their parents and carers. They demonstrate a positive attitude to providing an inclusive environment and children have suitable opportunities to make progress in their learning and development. All areas of learning are covered through different experiences, with some areas of the nursery being better resourced than others. Systems for planning activities and monitoring children's progress are being developed. The setting works closely with the local authority as part of the process to ensure continuous improvement is appropriately maintained.

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

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

- develop further the planning of activities and monitoring of children's progress, consistently using the observations of children to plan the next steps in their learning
- develop further an environment that is rich in print, particularly with regard to labelling resources
- develop further equipment and resources that offer challenges to support

specific skills; with particular regard to large physical activity in the outdoor area

- provide further resources to support children's understanding of problem solving, reasoning and numeracy.

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

The premises are secure with effective procedures in place for the collection of children, ensuring they are well protected. Staff demonstrate a good understanding of safeguarding procedures. As a result, children's safety and well-being are ensured. A robust recruitment procedure is in place and implemented well. This ensures all staff who are employed are checked with regard to their experience, qualifications and suitability to care for children. Written risk assessments are in place and regularly reviewed for indoors, outdoors and outings. These reduce the chance of accidental injury. Staff have opportunities to attend a range of training to ensure they are up to date with any changes in legislation and to further their childcare knowledge. Resources are stored at children's height to promote free choice.

Equality and diversity are satisfactorily promoted throughout all aspects of the setting, with staff using appropriate discussion, books and games to further raise children's awareness. Appropriate communication systems ensure parents and carers are informed of their children's progress. This is particularly beneficial for those who speak English as an additional language. Staff have a secure understanding of the advantages of liaising with other professionals to meet children's individual needs. Strong links have been developed with other practitioners where children receive care and education in more than one setting. This promotes continuity of care. The management team are motivated to seek further improvement. They reflect on practice within the setting and are working with the new team of staff to further enhance outcomes for children. They welcome feedback from parents and carers in order to tailor the experiences they offer to meet the needs of those attending.

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

Staff have a sound understanding of the Early Years Foundation Stage Framework and implement it appropriately. They can discuss children's progress and generally know them well. The setting has only been operating for a very short period of time. Consequently, systems for planning activities and observing children are not fully embedded. Individual learning journeys are in place, but are not consistently completed to enable staff to easily monitor all children's progress. Staff regularly observe children; however, observations are not always used to identify next steps in children's learning, and this impacts on them consistently informing future plans.

Babies' interest is encouraged through a selection of resources, which include natural resources. Positive role modelling by the staff and appropriate resources

encourage children's growing knowledge of the wider community. Staff encourage children to share and take turns, for instance, when using jugs in the water. They are learning about the natural world as they look at the birds in the woodland adjoining the outdoor area. Children's self-esteem and sense of belonging are encouraged as staff praise them and positively acknowledge their achievements. Their communication, language and literacy skills are nurtured as they sing songs and enjoy looking at books. However, the newly renovated premises are not yet rich in print, particularly with regard to labelling resources and raising children's awareness of the written word. Children are gaining confidence in using numbers in their play, for example, when they enjoy number rhymes. However, there are currently fewer resources made available to support children's understanding of problem solving, reasoning and numeracy. This impacts on children further developing their skills in this area. They express their creativity through various mediums, such as painting, playing musical instruments and making models.

Children use information and communication technology appropriately to develop their skills for the future, for example, they use the digital camera and interactive resources. They show a positive attitude to exercise as they join in with actions set to music and explore soft play resources inside. However, there are fewer resources that offer challenges to support specific skills, with particular regard to large physical activity in the outdoor area. This impacts on children enhancing their ability to move with control and coordination. Children are encouraged to enjoy healthy snacks and meals. These include pasta dishes, shepherd's pie and fresh fruit. They demonstrate a suitable understanding of personal hygiene routines as they wash their hands before eating. Children's knowledge of personal safety is encouraged effectively through regular evacuation drills and gentle reminders to pick up the toys so they do not trip over them. This positively contributes to children developing a sense of how to keep themselves safe.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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