

# Wishing Well Daycare Ltd

Inspection report for early years provision

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EY218212

**Inspection date**

13/06/2012

**Inspector**

Diane Turner

**Setting address**

25a Endyke Lane, COTTINGHAM, North Humberside, HU16  
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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**

Wishing Well Daycare Ltd is a privately owned, purpose-built nursery. It was registered in September 2002 and is based in Cottingham, a village in East Yorkshire, some six miles from the centre of Hull. Children are cared for in three rooms according to age. Each room is self-contained and has direct access to an enclosed outdoor play area. The nursery is open Monday to Friday, from 7am to 6pm, all year round, with the exception of all bank holidays and a week over the Christmas and New Year period.

The setting is registered by Ofsted on the Early Years Register to care for 49 children under five years at any one time, with no more than 12 under the age of two years. There are currently 89 children on roll and they attend for various times and sessions. The nursery provides funded early education for three- and four-year-olds and welcomes and supports children who use English as an additional language and those with special educational needs and/or disabilities. There are 17 staff employed to work with the children, including the manager, all of whom hold various early years qualifications ranging from level 3 to level 5. The nursery also employs ancillary staff, including a cook, domestic assistant/cook and a general maintenance worker. The nursery receives support from the local authority and is a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

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

Overall the quality of the provision is good.

Children are cared for in a very welcoming and highly inclusive environment by staff who know each child exceptionally well. Children are offered a good range of activities that are planned to meet their individual learning needs, which means they make good progress towards the early learning goals. Meticulous attention is given to safeguarding children and resources are well presented overall. Systems for monitoring the quality of the provision are well-established which ensures improvement of a good standard is continually promoted. Partnerships with parents are excellent, which ensures the care children receive is very much an extension of their home life.

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

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

- review the provision of books for older children to ensure these support and maintain an interest in reading.

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

The nursery's arrangements for safeguarding children are excellent. Staff have a comprehensive understanding of child protection issues and extremely robust recruitment, vetting and induction procedures ensure their suitability to work with children. The systems for ensuring the security of the premises are highly effective and close-circuit monitoring equipment is used in all areas. All documentation is maintained to good standard and comprehensive policies and procedures support the efficient management of the setting. The nursery is safe, well-maintained and provides an environment that is stimulating and conducive to learning. It is rich with print and examples of the children's work. Children have ready access to a good range of toys and resources overall, which enables them to follow their own interests. However, the book corner in the older children's room is poorly resourced and does not encourage children to use the area. The dedicated staff are approachable, friendly, work well together and willingly share their skills.

The owner, manager and staff team show a cohesive approach to providing high quality care for children. They are driven to promoting continuous improvement of a good standard. For example, staff meetings enable them to contribute to the self-evaluation form and they regularly undertake training to develop and extend their practice. Through taking part in projects, such as 'Every Child a Talker', staff reflect on their practice and enhance the learning experiences for children. Parents' opinions are actively sought regarding any changes and their suggestions implemented where possible. For example, at their request a climbing wall and sand pit have been added to the outdoor area to enhance the physical play opportunities for children. The recommendation raised at the last inspection has been addressed fully and clear plans are in place for future improvement.

The highest priority is given to promoting equality and diversity. Staff have a comprehensive knowledge of each child, value each one highly and ensure they are actively encouraged to have a say in the life of the nursery. For example, they have been consulted about the menu. The manager actively challenges discrimination of any kind and children have excellent first-hand opportunities to learn about the cultures and beliefs of others, through activities such as dance and food tasting. All children are encouraged to learn simple signing and an abundance of words are displayed in recognition of other languages they may use. The nursery works well in partnership with other early years settings the children attend or will move onto. This ensures a fully cohesive approach to their care and learning is promoted. The nursery gives the highest priority to engaging with parents. They receive comprehensive information when the placement begins and on an on-going basis. For example, daily diaries for younger children leave them in no doubt as to how their care routines are met. Parents are fully informed of their children's progress and staff provide tailored guidance and information about precise ways in which parents can support their children's learning at home. For example, through song bags, story sacks and a library book service. Parents' comments about the service are overwhelmingly supportive and clearly reflect their faith in the nursery.

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

Staff provide good support for the children. They develop close relationships with them and interact skilfully with them to successfully promote their learning. For example, they show very young ones how to make sandcastles and lead singing time with gusto. All areas of learning are given equal attention, which means children develop valuable skills for the future. Information from observation and assessment is used effectively and ensures children's progress is carefully monitored. The next steps in their learning are clearly identified and used to inform future planning which ensures each child receives enjoyable and challenging learning experiences.

Children's behaviour, attitudes towards others and to their learning is good. For example, they cooperate as they use 'telephone tubes' to talk to one another and show concern if someone is hurt. They readily help if they see others having difficulty, such as struggling to turn off the tap on the water butt. The children develop good habits as active, inquisitive and independent learners. From a very young age they are encouraged to direct their own play, which they do so confidently. This is evident as babies independently crawl between the indoor and outdoor area and as the older children decide whether to be active or to take part in quiet activities. The children receive lots of praise for their efforts and achievements which means they develop good levels of self-belief. For example, they are keen to demonstrate their mark making skills and discuss how they took part in a party to celebrate the Queen's Diamond Jubilee.

Good attention is given to promoting communication, language and literacy. As a result, the older children use language imaginatively, confidently describing what it is they are drawing. The youngest children are encouraged to make marks in sand and singing and stories play a big part in the setting. Children of all ages keenly join in with rhymes and confidently match their movements to action songs, such as 'wind the bobbin'. Children are actively encouraged to apply their knowledge of number and solve mathematical problems. For example, they have access to jigsaw puzzles and matching games and learn about positional language, such as under and over as they listen to a popular children's story about a bear hunt.

The children have valuable opportunities to explore a variety of materials which encourages them to learn through using their different senses. For example, babies delight in exploring the texture of dried cereal and shells and splashing in water with their hands and feet. The children have good opportunities to benefit from fresh air and physical exercise. All ages have free flow access to the outdoor area and the older children show they are developing good control of their bodies as they take part in running races and ride backwards on wheeled toys. Babies are taken out for walks in pushchairs to observe trains at the nearby station and all children regularly visit the nearby botanical gardens. Excellent attention is given to enabling children to adopt responsible practices and to keep themselves safe. For example, they are provided with high visibility vests to wear when out in the community and road safety and stranger danger is reinforced very successfully

through regular visits from the local police officer. The impact of this is very evident as the older children discuss in great detail what it is they should do if they become separated from their parent or carer.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
The effectiveness of safeguarding	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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