

Wiggles Day Nursery

Wadebridge School, Gonvena Hill, WADEBRIDGE, Cornwall, PL27 6BU

Inspection date

Previous inspection date

18/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The effective leadership and management systems ensure that staff are well supported and have a clear understanding of their roles and responsibilities.
- The provision places a high emphasis on promoting children's sense of security and fostering strong and positive relationships.
- Children are happy, settled and show high levels of independence.
- Staff are skilful in their ability to interact at appropriate times to support children achieve during child-initiated play.
- Children are encouraged to make suggestions which influence future planning.

It is not yet outstanding because

- Hygiene routines are not always reinforced. As a result children do not learn fully that good hygiene practice forms part of a healthy lifestyle.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Arrived 9.35am - showed ID - explained inspection process.
- Introduced to children and staff - tour of premises.
- Joint observation with manager.
- Inspection of documentation.
- Meeting with three key committee members.
- Observations and discussions with children and staff.
- Feedback.
- I left the setting at 1.45pm.

Inspector

Jayne Pascoe

Full Report

Information about the setting

Wiggles Nursery was registered in 2011 and is managed by a committee. It operates from four rooms in Wadebridge School, in North Cornwall. Children have sole use of a secure outdoor play area, which is accessed directly from the main nursery room. The provision is

open each weekday from 8am to 5.30pm during term time only.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 19 children in the early years age group on roll. Of these, one child receives funding for nursery education. The nursery supports children with special educational needs and/or disabilities.

There are three members of staff, all of whom hold appropriate early years qualifications. The manager has achieved Early Years Professional Status. The nursery provides funded early education for three- and four year olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- plan to deliver first-hand experiences and challenges, which are appropriate to the development of the range of children attending.
- embed the existing hygiene routines that enable children to look after themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide children with a broad and balanced range of enjoyable activities, which successfully encompass all areas of learning. The staff team are very skilful in their ability to interact with children, challenging their learning and development effectively during child-initiated play. For example, they are quick to identify and provide assistance to children who require physical support when attempting to move from crawling to walking. However, a desire to include all children, results in some adult-led activities not fully engaging or sufficiently challenging the range of children participating. Adults have appropriately high expectations for children, which are based on a secure knowledge of children's abilities, interests and preferences. Assessment systems are used effectively to maintain a progressive cycle of learning and are shared appropriately with parents.

Partnerships with other early years settings are strong, leading to smooth transitions and continuity of care and learning. Children with special educational needs and/or disabilities are supported well in partnership with other professionals and parents. Following recent improvements, the key person system is effective in ensuring that parents are kept fully informed and are included in their child's care, learning and development.

The contribution of the early years provision to the well-being of children

Children's unique needs are identified and met promptly by an attentive staff team. Secure attachments with adults promote children's well-being and sense of belonging. Children benefit from a balance of both male and female role models, who set good examples for children to follow. As a result, children are well behaved, confident and are able to share and cooperate successfully with others. Staff deployment is effective in enabling children to explore their environment safely, whilst gaining an understanding of identifying and managing risk.

Children benefit from social snack and meal times, during which all children sit together with adults to eat their food, develop good table manners and to engage in enjoyable discussion. A balanced range of healthy and nutritious food and drink are provided in sufficient quantities for children's individual needs. In general, well established health and hygiene routines are followed, which instil the importance of regular toileting and hand washing. Although children require little prompting to follow these good practices, some opportunities are missed. For example, children's clothing becomes soiled with food whilst eating. Current practice does not include discussion about cleanliness, options to use aprons or bibs or for soiled clothing to be changed. This is due to adults not wishing to upset some children, who prefer not to wear aprons or have clothing replaced. As a result, children are not developing a sufficient awareness of the importance of maintaining acceptable standards of cleanliness.

Children greatly enjoy outdoor play and exploration. Staff recognise this and provide very good opportunities for children to freely access the outdoor play area. A wide range of outdoor learning experiences are also available and children are regularly taken on walks to places of interest. Therefore, children benefit from fresh air, physical exercise and fun outdoors regularly throughout the day.

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

The committee and staff team demonstrate a good ability to safeguard the children in their care. Safeguarding policies and procedures are implemented effectively to promote children's safety and security at all times. Good systems are in place for monitoring staff suitability, protecting children from unvetted persons and identifying staff development needs. All staff have completed safeguarding and paediatric first aid training. Therefore, they are able to protect and support children at risk in-line with local procedures and treat minor injuries if required. The premises, equipment and resources are suitable for the ages of children attending. Risk assessment is used effectively to identify and remove potential hazards.

The nursery manager is highly organised and is very well supported by the committee. The staff team are well-qualified and experienced. Staff use their good knowledge of child development and the early learning goals, to plan a wide range of experiences to help children make progress. The systems for assessment are used effectively to identify appropriate areas for children's individual development, which are linked to future planning. However, some planned activities do not successfully deliver specific

opportunities as intended. The provision has implemented effective systems for self-evaluation to monitor practice and drive future improvement. As a result, they have made good progress in the development of the outdoor play area. They have installed an 'outdoor classroom' and planting and growing opportunities. In response to the positive feedback from children and parents, they intend to continue these improvements to provide an extensive range of outdoor play opportunities for children.

Partnerships with parents are strong. Most parents work at the school, on whose site the nursery operates. Feedback from parents is very positive. They consistently praise the caring and professional manner of the nursery staff team. They value the support provided by knowledgeable practitioners and respect the ability of staff to act positively and swiftly to suggestions for improvement. Parents are particularly pleased with the good use made by the nursery of the outdoors. Effective partnerships are in place with other early years providers and professionals. Children with special needs and/or disabilities are supported very well as a result of positive working relationships with other professionals. Links with the local school are effective in ensuring a smooth transition for children into school life. Information with other early years settings is shared appropriately and is used successfully to maintain shared care and learning for children attending more than one provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY435143
Local authority	Cornwall
Inspection number	883638
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	21
Number of children on roll	19
Name of provider	Wiggles Day Nursery
Date of previous inspection	Not applicable
Telephone number	01208812881

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

