

# The Wolds Day Nursery

Old Melton Road, Normanton-on-the-Wolds, Keyworth, NOTTINGHAM, NG12 5NH

## Inspection date

Previous inspection date

18/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children feel safe and secure within the setting because they operate a very good organised key person system, which also helps children to form secure attachments and promotes their well-being.
- Practitioners are very effective role models and relationships are strong at all levels. Children develop extremely good behaviour, with older children demonstrating respect for younger children as they play harmoniously together.
- There is an exciting stimulating very well-resourced and welcoming environment, both in and outdoors. This supports children's all-round development and provides a wide range of experiences that help develop children's learning.
- Management have a very good understanding of their responsibilities to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They implement robust systems to monitor the staff performance and progress of the children.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held meetings with the manager, owner and key persons.
- The inspector observed activities in two of the playrooms and outside learning.
- The inspector looked at children's assessment records, 'Learning Journeys' and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The Wolds Day Nursery registered in 2012. The nursery operates from a refurbished single storey building in a rural location near the village of Normanton on the Wolds, south Nottinghamshire. Children come from the immediate and surrounding areas. The nursery is open each weekday from 8am until 6pm throughout the year, except for one week at Christmas and one week during the summer.

The nursery is registered on the Early Years Register and both parts of the compulsory Childcare Register. There are currently 28 children on roll. Children are grouped in designated rooms appropriate to their age and ability. Each room has direct access to an enclosed outdoor play area. There is also one larger outdoor area available for all children which is fully enclosed and secure.

The nursery employs eight childcare staff, all of whom hold an appropriate early years qualification. The nursery is able to offer support to children with special educational needs and/or disabilities.

The nursery is a member of the Pre-School Learning Alliance, National Day Nursery Association and receives support from Nottinghamshire local authority.

## Inspection judgements

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

Practitioners have a very good understanding of the seven areas of learning and provide exciting and stimulating activities to engage and capture children's interests and attention. Teaching techniques are very strong across the provision. Babies' language is fostered very well through conversations and singing popular songs. They participate with enthusiasm using actions to represent the mouse as they sing 'Hickory Dickory Dock' and scream with delight as they find the bear under the 'space blanket'. Older children develop their literacy skills as they enjoy stories, they sit attentively as they listen to a favourite one. Practitioners use props to encourage the children to use their imagination and engage well within the story. They answer questions and repeat the end of sentences with excitement. Younger children are making marks with a variety of media, such as, chalk and paint and older children are writing their names accurately. Some practitioners, occasionally, miss opportunities to draw on their excellent practice as they do not expand children's language when they are involved in their activities, by not always asking more open ended questions that encourage further conversation.

Older children can count and recognise numbers very well. They make 10 sausages out of play dough and recognise and match the number of sausages to the written number independently. Children are provided with an extremely good range of activities that provide opportunities for them to use positional language, space and patterns as they play in the sand and create patterns using different tools. Children learn about quantities as they experiment with the water pouring into containers and counting the amount it takes to fill the container. Younger children sing popular songs to encourage counting. Toddlers

enjoy singing 'Five Currant Buns', and to further help them to have an understanding of the sequence of the song, they have created a large currant bun display. This provides excellent links between the areas of learning.

Practitioners effectively promote children's natural curiosity to experiment and to find out how things happen. One example of this is how the children use the cement mixer and watch with curiosity as they add water to the dry sand. Children collect water independently and pour this into the mixer. They further use their imagination and pretend to be a popular cartoon character and make bricks to build with. Children have wonderful opportunities to develop their physical skills as they climb the stairs in the play house and use the sit-and-ride toys around the track. They move and run around the garden with excitement and younger children benefit from watching the older children in these outside play sessions.

Systems for observing what children can do, assessing their progress and planning for their next steps are extremely effective and consequently, children make excellent progress. The information from assessing children is used effectively to plan interesting and challenging activities. Very good planned, photographic 'Learning Journeys' are shared with parents and show children's starting points, their 'All about Me' sheets and progress. Evidence from all these documents show children are progressing very effectively towards the early learning goals.

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

Children enjoy a warm and close relationship with their key person. They feel very secure and, as a result, they are confident and enjoy their time at the nursery. Practitioners have very strong relationships with parents and obtain information about their children's likes and dislikes and own routines. Practitioners take time throughout the day to listen to the children individually so they feel special and valued. Babies respond to non-verbal and verbal communication, playing 'peek a boo' and hiding under a blanket. All the children enjoy cuddles and close contact at quiet times.

Behaviour is very good, with older children helping younger ones. This is very clear at lunch time as they show them how to use the cutlery to eat their chilli and rice. Children are learning self-help skills and choosing the toys to play with independently. Children are encouraged to develop healthy lifestyles with an extremely good focus on outdoor activities and they enjoy free-flow access to outside play.

Children have opportunities to visit the community, babies go on walks around the village and the older children visit the library and the local farm, which is a main feature of the village. These help the children to develop high levels of confidence and independence in situations away from the nursery. This also helps them to prepare for their next big step in their life, which is normally starting local primary school. Key persons have made strong links with the local primary schools and put in place very good transition procedures, as the teachers visit the nursery and children attend pre-school visits. This ensures continuity of care.

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

The management team has a robust understanding of how to protect the children in their care. For example, they are well aware of their local procedures for child protection and know who to call should they be concerned. Areas used by the children are extremely well organised and enable children to move around the nursery freely and safely.

The management team has an outstanding commitment to improving their service. They are accessing training for all staff and have put together a 'training programme'. This has been devised from supervisions and observations of staff. There is a good appraisal system in place which helps to improve the performance of staff and has a positive impact on the children's care and learning. There is in place a detailed action plan that covers areas for improvement throughout the nursery and involves all staff. The plan has identified areas for improvement. For example, to put in place a more systematic monitoring procedure and to observe more effectively the staff's performance, which will continue to improve the quality of care and learning provided.

The management team have established extremely good partnerships with parents. Parents can share what they know about their child and become involved in their child's learning. There are home communication and 'Welcome Books' available for the parents to see. On their child's entry to the nursery, they are provided with the opportunity to see all the comprehensive policies and procedures that cover all relevant legislation. Parents receive high quality newsletters and can review detailed notice boards to gain further information about the nursery and the early years foundation stage. To aid all children, excellent links have been established with outside agencies, such as, the local authority and other agencies.

**The Childcare Register**

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY443579
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	786410
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Wolds Childcare Limited

<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0115 9376030

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## **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.

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