

The Willcocks Nursery School

Holy Trinity Church, Prince Consort Road, LONDON, SW7 2BA

Inspection date

Previous inspection date

04/12/2012

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 are making excellent progress. This is due to the staffs meticulous planning skills in ensuring children's individual learning needs are met. The organisation of the time that children attend is exceptional. As a result, no time is wasted and children enjoy a productive learning experience.
- Excellent systems are in place to support children's transitions and their readiness for school. This includes well established partnership working with other educational settings.
- Robust use of self-evaluation enables staff to accurately target areas for improvement and acknowledge the strengths of their service.
- Engagement with parents is excellent, Parents views are highly regarded and any suggestions are positively received and acted upon by staff. There is an active Parents Association and parents fully participate in the life of the nursery.
- The educational programme is outstanding. Children actively participate in activities that relate to all areas of learning. Topic themes include outings in the local community and visitors to the nursery. This enables children to gain first hand experiences that effectively consolidate their learning.

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.

Inspection activities

- All details held by Ofsted about the nursery were checked prior to the inspection.
- The majority of the inspection was spent with staff in the playrooms, observing staff practice and the children they were caring for.
- On-going discussion and joint observation took place with staff throughout the inspection. Children's information and development records were sampled.
- Procedures for safeguarding children and promoting their welfare were discussed with the manager and relevant documents were sampled.
- Parent's views were gathered through discussion during the inspection.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

The Willcocks Nursery School Ltd first registered in 1992. It operates from a hall and one room of a church in the Kensington area of the City of Westminster. It has use of an enclosed outside play area. The nursery is registered on the Early Years Register. A maximum of 32 children in the early years age group attend at any one time. The nursery does not offer care to children under two years old. The nursery is open each weekday from 9am to 12noon, generally for children aged three to under five, and Mondays,

Thursdays and Fridays from 1.30pm to 3.45pm for younger children. It also has a lunch club. Children attend a variety of sessions. There are currently 36 children on roll. There are seven staff. Of these six hold appropriate early years qualifications and one is employed specifically for music sessions. The nursery supports children learning English as an additional language and children who have special educational needs and/or disabilities. The nursery receives support from The Westminster Early Years Advisory Team. The setting is not in receipt of government funding for early education, although they do accept childcare vouchers from parents.

What the setting needs to do to improve further

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

- consider extending the range of programmable toys, as well as equipment involving ICT, such as computers, to encourage children to speculate on the reasons why things happen or how things work.

Inspection judgements

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

Children's individual learning needs are met exceptionally well. The key person system is firmly embedded in staff practice. This enables staff to monitor children's progress through observation and assessment and plan for their individual learning needs. Staff and parents add observations and photographs to children's portfolios, creating a consolidated picture of children's learning and development in the home and nursery. Staff are meticulous in their activity planning. This finely tuned planning of the educational programme, ensures that all areas of learning are promoted exceptionally well. Staff planning includes topic themes, whole group activities, key group activities, joint key group activities and one to one sessions with individual children. Colour coding systems are used to link the areas of learning within the methods of planning and assessment. This helps staff to track children's progress effectively.

Children are making excellent progress in all area of learning. They are keen to learn and settle quickly at activities. They are developing excellent language skills, as they are supported by staff in expressing their thoughts and feelings effectively. Children engage in meaningful conversations with each other and staff. They enjoy story times and benefit from visits to the nursery from a librarian. Staff also encourage children's interest in literature through the provision of a broad range of books and introduction to poetry. Children show excellent writing skills and enjoy the key group sessions where they

practice their drawing and writing skills together. The learning environment is rich in written text of words and numbers and displays of children's art work.

High regard is given to developing children's skills in expressive arts and design. Children participate in well planned activities relating to themes and cultural festivals. For example, while learning about the Hindu festival of Diwali, children draw around each other and paint their cut out life-size figures in bright colours. They make clay pots which they paint ready to hold candles and enjoy a puppet show by the parents about the festival. Children benefit from frequent outings in the local community that extend their learning. For example, they visit the Royal College of Art where they create their own works of art, exhibited for parents and the public to see. Their appreciation of music is enhanced by regular visits from the Royal College of Music, which enables them to explore the sounds that different instruments make.

Children develop their understanding of the world during outings to the Science and Natural history museums. They also benefit from visitors to the nursery such as the police, fire service and the Vicar who helped them to learn about harvest festival. Children use some programmable toys which help develop their awareness of technology. They show excellent mathematical skills as they count accurately in excess of twenty. They use a broad range of puzzles, construction sets and games with staff, which develop their problem solving skills.

Children enjoy physical play. They make good use of the outside play area, running around with ribbons which flow in the wind. They show skilful use of wheeled toys and use a variety of equipment which develops their physical control.

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

Children have good relationships with staff and each other. They show strong bonds with staff and freely approach them during play, including times when they need support. Children feel safe at the setting as staff show high regard to promoting smooth transition into the nursery. For example, children participate in a gradual settling in programme with home visits by staff if needed, to help children become familiar with their key person. Highly effective partnerships with other educational settings enable teachers to visit the setting to introduce themselves to children before they start school and look at their portfolios. Staff have established good relationships with many local schools, enabling them to share information effectively. This means that children are provided with continuity in their care and learning.

Children are exceptionally well behaved. They show a clear understanding of expectations of their behaviour. They are supported well in following the well established daily routines. Children develop good physical control and self-care skills, such as putting on their own coats and using the bathroom independently. They adopt healthy lifestyles as they help themselves to water when they are thirsty and enjoy a variety of fresh fruit at snack times. In addition, they enjoy frequent outside play, outings and musical and movement activities which provide opportunities for them to be active.. Children show a positive contribution to their learning environment. For example, they take turns in being a helper

for the day for their key group. They help to cut the variety of fruit ready for snack time and help put away toys after use. Children's awareness of safety is enhanced as they participate in regular emergency evacuation drills and wear high visibility jackets while on outings. Children have access to an excellent range of toys and books that promote all areas of learning. They benefit from a well organised learning environment that is clean and well maintained.

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

Leadership and management of the nursery is excellent. This is due to the clear vision of staff in providing a high quality provision. Staff show exceptional effort in their organisation of the educational programme and organisation of the time that children attend. As a result, the methods of observation, planning and assessment are clearly established. Staff provide extremely well planned activities for children during free play and group times. Staff work cooperatively so that the sessions flow with ease; consequently, children are happy, settled and purposefully engaged in play. Staff show high regard to safeguarding children and promoting their welfare. They have attended training in safeguarding and first aid and ensure all required documentation is kept appropriately and shared with parents. Staff implement a range of policies aimed at keeping children safe. They know the procedures to follow if they have any concerns regarding children's welfare. Staff conduct regular risk assessments of the premises and prior to each type of outing. Rigorous vetting checks and on-going systems of induction and appraisal are in place to ensure staff are suitable to work with children.

Excellent partnerships have been established with other professionals. For example, staff have strong links with a variety of schools and health care professionals, who support children who have identified special educational needs and/or disabilities. Children who use English as an additional language are supported well as staff speak a broad range of home languages and work with parents to ensure they are meeting children's individual needs. In addition, children have access to a variety of dual language books and staff are highly skilled in promoting children's development in English. Robust systems of self-evaluation ensure staff target areas for improvement and acknowledge their own strengths. Staff have completed an extremely detailed and accurate self-evaluation relating to all aspects of their service. High regard is given to promoting staff personal development through training opportunities and regular staff meetings, where information is shared,

Engagement with parents is excellent. They are fully engaged in the life of the nursery through participating in events and outings, coming into the nursery to read stories and celebrate festivals. They also run an active Parents Association which supports the nursery in fund raising and organising events. Parents spoken to during the inspection report that their children are very happy and are becoming confident learners. They value the high amount of support offered by staff to them as individuals and for children moving into the nursery and to school. Parents report that they really enjoy looking at their children's portfolios and they can see that their children are making very good progress. They state

that the nursery is a wonderful environment that is so well organised with well thought out activities for the children.

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	EY449060
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Local authority	Westminster
Inspection number	800071
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	36
Name of provider	The Willcocks Nursery School Ltd
Date of previous inspection	Not applicable
Telephone number	02075845054

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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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