

Wind In The Willows Childcare (Longbarn)

Fallowfield Grove, Padgate, WARRINGTON, WA2 0QQ

Inspection date

Previous inspection date

15/01/2013

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's needs are exceptionally well met through highly effective partnerships with parents and other professionals involved with individual children.
- Children play in a welcoming nursery and enjoy a wide range of experiences that develop their growing independence. Consequently, they are competent at managing their personal needs relative to their ages.
- The nursery is involved in the 'Every Child a Talker' programme to strengthen children's early language development. Staff create a developmentally appropriate, supportive and stimulating environment in which children enjoy experimenting with language.
- The inspirational leadership and management of the setting contribute significantly to the high achievements 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.

Inspection activities

- The inspector observed activities in the nursery and in the garden.
- The inspector looked at children's records, planning documentation and policies.
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the observations.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynne Naylor

Full Report

Information about the setting

Wind in the Willows Childcare (Longbarn) registered to a limited company in 2012 on the Early Years Register, having previously been registered in 2008. It operates from a single-storey building in the grounds of a school in Padgate, Warrington. Children are cared for in an open-plan room with a designated area for babies. Children have direct access to toilets. There is an enclosed outdoor play area.

The provider holds an appropriate qualification at level 6 and has Early Years Professional

Status. She employs a manager who holds an appropriate qualification at level 6 and five members of childcare staff. Of these, three hold early years qualifications at level 3; and one holds a level 4 qualification.

There are currently 37 children attending who are within the early years age range. They attend for a variety of sessions. The nursery opens Monday to Friday from 8am to 6pm, all year. Funded early education for two-, three- and four-year-old children is provided. Support is available for children who speak English as an additional language and children with special needs and/or disabilities.

The nursery receives support from the local authority. The nursery has achieved an Investors in People Award at Bronze level.

What the setting needs to do to improve further

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

- monitor and review the use of time and resources immediately after lunch to ensure younger children continue to be interested and absorbed in activities as they are for the rest of the day.

Inspection judgements

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

Children make excellent progress because their learning and development successfully builds from clearly identified starting points. An initial assessment of each child's abilities combines staff's observations and parental knowledge, provided verbally and in a booklet named 'My album'. Staff have a very good understanding of the seven areas of learning in the Statutory Framework for the Early Years Foundation Stage. They also have a superb understanding of each child's unique needs. Assessment is precise, sharply focused and includes parents. Staff carefully track and monitor children's progress and every month they discuss any gaps in learning with the nursery manager. This enables them to implement actions to prevent children from falling behind or to extend the learning of more able children. Consequently, all children, including those with special educational needs and/or disabilities and those learning English as an additional language, are progressing well towards the early learning goals over time, given their starting points.

Relationships with parents are highly effective. Parents' views taken at the inspection agree that they feel well informed and involved in their children's learning. They engage in daily discussions, attend planned meetings and receive a regular written summary of their

children's progress. Information in newsletters, wall displays and photographs posted on the nursery website have clear links to the curriculum. This provides parents with exceptionally clear information about the Early Years Foundation Stage. Staff liaise closely with parents and others to achieve smooth transitions from other settings to nursery and then on to the next stage, such as school.

Children are interested and keen learners. Staff know how each child prefers to learn and respond very quickly to the observed needs and interests of children. Children excel in this stimulating, high quality nursery. Their enthusiasm for learning is exceptionally well promoted as staff value children's ingenuity and support the development of their ideas. Children encourage staff to play with them; and staff take advantage of opportunities to role model use of investigative equipment and technology. For example, children play imaginatively in the dark bat cave, created with a tent, with staff. They search for animals with a torch and look closely at what they find with a magnifying glass. This activity extends to use of the computer as children watch a 'PowerPoint' on how bats live. They are amazed by photographs of bats shown in exquisite detail.

Babies and older toddlers enjoy a fitting balance of adult-led and free play activities in a safe, separated area of the room. They enjoy sensory experiences, such as feeling corn flour gloop with their feet and bubbly water with their hands. Children aged over two years confidently make decisions and plan their own play. For example, outdoors, children decide to throw ice cubes into crates and pour water from jugs and watering cans into guttering. This develops their good physical skills and coordination. They refine their number skills as they count how many ice cubes have been correctly aimed. Staff support children to problem solve and test ideas. Children have an idea that upside down cones would make a good target and staff support them to get out the cones and position them in the garden.

Staff purposefully encourage early language development. They follow the 'Every Child a Talker' guidance and this has significantly improved children's language and communication skills. They provide communication-friendly spaces, such as tents with soft furnishings in the baby room and the bat cave in the older children's room. Children's early speaking, reading and writing skills are exceptionally well promoted through the highly effective use of phonics. They enjoy painting, writing and drawing using a range of materials, including readily accessible pens, crayons and paints. Languages spoken in the children's homes are embraced, for instance, children sing their welcome song in five languages. Children's awareness of diversity is further broadened through events, such as the Olympics. They talk about disability as they watch the wheelchair basketball event.

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

The nursery has a warm and welcoming atmosphere, which enables children to feel safe, confident and settled. A thorough induction process ensures that all the legally required information regarding the individual needs of children is known. Individual care plans are used well, to support children with any allergies and special dietary requirements. Children form secure attachments with a key person who supports their emotional well-being. They develop an excellent understanding of healthy lifestyles and how to keep themselves safe.

They learn first-hand how foods are grown as they plant, tend and taste seasonal vegetables, such as new potatoes. They effectively learn about oral hygiene and how to keep their teeth clean. Children's understanding of safety is enhanced as they take part in the evacuation practice. Following a visit from the fire and rescue service, children re-enact what they have learnt; they play imaginatively with small figures of fire fighters, ladders and fire engines.

There is a particularly strong focus on helping children become independent, which supports their physical and personal, social and emotional skills. Babies are supported to feed themselves at lunch time. Older children pour their own drinks and serve their own snacks and lunch. Children clear their own plates at meal times. Even young children are proficient at washing up the tea plates as one washes and one dries the plates at a child-sized sink and draining board. Children are kept busy and well occupied as they learn self-help skills. However, there is scope to review the planning of activities on offer after lunch, particularly for those younger children who do not sleep and those who are due to go home. During this routine time of the day some toddlers and younger children are less engrossed in the free play experiences.

Indoors and outdoors, staff are always on hand to monitor the safety and well-being of groups of children. Children are positively encouraged to have ideas and receive praise for achievements. They develop an excellent level of emotional security, which motivates them to engage in challenging but achievable tasks. Children's behaviour is exemplary. They are well prepared for the next stages in their learning. Staff skilfully support children as they move up from the baby room and prepare them well for their move on to school.

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

The provider and manager have an excellent understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They effectively monitor their implementation in a highly successful and well-documented drive to maintain the highest levels of achievement. Well-organised, updated documentation promotes the safe management of the nursery. Risk assessments are regularly reviewed and consistent security procedures keep children safe. A range of comprehensive policies, including the procedures for safeguarding children and for raising concerns are accessible to parents on the nursery website. The recruitment of staff is robust and there is a strong approach to their supervision and appraisal. Each staff member has an identified area of the nursery to audit and complete observations on each other to assess their own practice. The provider holds Early Years Professional Status and the manager and staff demonstrate their clear commitment to continuing professional development. Staff regularly benefit from internal and external training and attendance at networking groups. Children benefit from staff's increased knowledge and skills. The training programmes contribute significantly to the high quality practice that is provided to children and the success of the nursery.

Children's needs are quickly identified and exceptionally well met through strong partnerships between the nursery, parents, external agencies and other providers.

Feedback from parents reflects the high regard for the staff and how much their children enjoy coming to nursery. Staff are totally committed and extremely passionate about their work with children. The provider has a strong commitment to continuous improvement and has achieved Investors in People award at Bronze level. Rigorous procedures for quality assurance are securely embedded with all aspects of the provision thoroughly audited. Priorities for development are regularly discussed; parents and children consulted and changes implemented. Currently, for example, they have a well-planned, targeted approach to the further development of the outdoor area and the baby room activities, which will enhance the already rich and stimulating environments. The inspirational leadership and management of the setting contributes significantly to the high achievements of 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	EY447148
Local authority	Warrington
Inspection number	796807
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	37
Name of provider	Wind In The Willows Childcare Ltd
Date of previous inspection	Not applicable
Telephone number	01925818818

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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