

# Wiggly Worms Day Nursery

West Green Learning Centre, Langham Road, LONDON, N15 3RB

## Inspection date

Previous inspection date

22/01/2013

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

- Children's sense of belonging and understanding of differences in the way people live are promoted well.
- Children feel safe and secure with their key person. Staff provide a caring and stimulating environment where children have familiar routines and are building good relationships.
- Children experience a broad range of activities and experiences that support their learning and development well.
- Safeguarding procedures are fully understood by managers and staff to ensure children are protected from harm.
- Staff promote good relationships with parents, which results in them meeting individual needs well.

### It is not yet outstanding because

- Opportunities for children to spontaneously choose for themselves from a full range of toys and resources are not always encouraged, due to the limitations of the layout and storage arrangements.
- Self-evaluation is not fully embedded to secure links between identified priorities and plans for improvement.

## 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 children and adult interaction in the setting and outdoor play space.
- The inspector took account of the views of parents spoken to on the day and information included in children's learning and development assessments.
- The inspector held meetings with the manager and deputy manager; discussed the setting's self-evaluation and looked at a range of documentation and children's developmental records.

## Inspector

Catherine Greene

## Full Report

### Information about the setting

Wiggly Worms Day Nursery is a limited company and registered in 2012. They originally opened in 2008 and became a limited company in 2011. It is situated in the West Green area of Haringey. A maximum of 17 children may attend the setting at any one time. Full day care is provided from 8am until 6pm for 50 weeks of the year. The setting is in receipt of funding for the provision of free early education to children. It is registered on the Early Years Register only. There are 30 children on roll. The nursery employs four staff who all hold appropriate early years qualifications.

## What the setting needs to do to improve further

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

- review the learning environment by providing stimulating resources that are accessible and highly visible and encourage children to access them independently
- further develop the system for self-evaluation to make stronger links between identifying priorities and plans for improvement.

## Inspection judgements

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

Children enjoy playing and learning in a welcoming family environment where they are valued as individuals. Learning and development is supported by staff who are enthusiastic and observant, engaging with each child. Staff know how to comfort babies and young toddlers who communicate their discomfort. For example, a member of staff recognises that one of her key children is ready for a sleep. The child shows that he wants to be held closely and his key person is responsive to this.

Secure planning and monitoring across all areas of the Early Years Foundation Stage means that areas of learning are suitably covered. All children enjoy playing outdoors on a daily basis. The opportunities for babies and younger toddlers to access this space are included into the daily routine. Children focus well on activities, both adult-led and self-chosen. For example, a child suggests that they go outside and make snowballs. A group of other children are keen to join in and confidently get their coats and boots on. Staff join in and encourage children's thinking by asking questions such as 'how many snowballs can you make?' Children are developing a good understanding of number and counting skills, as they count in meaningful situations such as this. They thoroughly enjoy the time spent outside in the snow with staff joining in with equal enthusiasm. Children also enjoy outings in the local community by going on walks to the library, shops and further afield with special trips to places of interest, such as the Science Museum.

Staff devote their time to interacting with the children helping them to remain interested and suitably challenged. As a result, children are enthusiastic learners who are able to concentrate on their activities. Children make good progress in their learning and

development and acquire skills they need for their next stage of learning. They move around the room with confidence and are competent in handling various tools and equipment. For example, children carefully roll out the pizza dough they have made with a small rolling pin and use shape cutters to make different shapes. Children learn skills for the future by being actively involved in activities, such as cooking. They look at recipes, which help them understand about using text for information; they weigh and measure ingredients and identify numerals when using scales. The children demonstrate good communication skills. This is due to the staff's good use of language and the different ways they prompt children to remember things and contribute during circle time. Children are communicating their needs and preferences effectively, including children who are learning English and children with developing speech and language.

In the afternoon when younger children sleep, those that do not require a rest make some choices about what they want to play with. A selection of toys are arranged in the pre-school area and children play quietly. Staff do routinely ask children what else they would like to play with. However, resources, such as the popular home corner, are not positioned well to give children the space to enjoy this activity. Other resources are on shelves but the layout of the space means children are restricted in what they can get out. This means that children struggle to share in the home corner and they cannot make spontaneous choices to extend their own play and learning.

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

Children settle well and develop warm and trusting relationships with the manager and her staff team. They are learning to respect one another's differences. For example, older children are considerate of babies' abilities and understanding. The staff make children feel welcomed and they value their ideas and contribution. Older children show care for others as they help look after the babies during the morning. They are developing awareness of the needs of others as well as themselves. Children gain self-confidence and independence as they mostly select their own resources, activities and are gaining in confidence. They are able to use the toilet independently, blow their noses as they come in from the cold and wash their hands thoroughly.

Staff understand and prioritise children's safety indoors and outside. They encourage children to consider their own safety during their play as they use tools for cutting and play actively in the snow. Children also participate in fire drills when staff reinforce children's awareness of hazards. Children gain a sense of responsibility as they enthusiastically help to tidy away toys and resources and use equipment with care. They seek out familiar adults for support, confident in the response they receive. Children's behaviour shows that they take a lead from the positive role models offered by the adults. Adults offer praise and reinforcement for children's efforts and achievements. Children delight in showing their stickers to visitors and older children are able to recall why they have earned the praise, which helps boost their self-esteem. They repeat the nursery mantra 'sharing is caring' and show that they fully understand this with children offering

each other toys as they play.

Children enjoy healthy meals and snacks as they develop their social skills and enjoy each other's company around the table. Staff talk with the children at meal times about the benefits of healthy eating, for example having energy to play and keep warm in the snow. Staff take account of dietary needs and preferences. Staff discuss babies' needs with parents and key persons are responsible for the implementation of care routines. These routines are reviewed regularly as children grow and develop.

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

Staff share policies and procedures with parents to promote children's welfare and safety. The manager spends time working directly with children and consequently is able to monitor progress well. The manager provides positive role modelling and supervision for staff. Procedures for safeguarding children within the provision are good, as staff understand the benefits of working with families and outside agencies. All staff have a secure knowledge and understanding of safeguarding issues and the setting's duty of care is shared with parents from the outset. All adults in the setting have completed the required checks for assessing their suitability. Staff keep children protected from harm by ensuring that all areas, resources and equipment used by the children are safe.

Overall, the staff organise the setting well to meet the needs of the children. The manager has completed a self-evaluation document, which helps her reflect on aspects of the provision. She is pro-active in keeping up to date with changes and is confident in using, the Early Years Foundation Stage materials to promote children's learning. However, although there is generally good consideration given to prioritising areas for further improvement, the links between this and plans for improvement are not yet fully embedded in practice.

The manager monitors staff performance through observations of practice, regular supervision meetings and formal appraisals. The setting also seeks out and benefits from further systems for assessing the quality of the provision, such as the local authority's quality assurance scheme.

Systems are in place to observe, assess and monitor each child's progress. Staff refer to the Developmental Matters guidance to plan and assess children's learning and development. Senior staff with key skills in this aspect support others in using the guide and planning for each child's next steps. Partnerships with parents and carers are well established and effective in meeting children's needs. Parents speak with great appreciation for the staff in the setting. They say their children are having a broad and varied learning experience that promotes their next steps well. Parents value greatly the flexibility offered to them, which makes the setting affordable and supports them in their work schedules.

## 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.

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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	EY448335
Local authority	Haringey

<b>Inspection number</b>	806920
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	17
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Wiggly Worms Day Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02088269190

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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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