

# Padgate Wasps

Christchurch C of E Primary School, Station Road, Padgate, WARRINGTON, WA2 0QJ

<b>Inspection date</b>	15/02/2013
Previous inspection date	18/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are happy, motivated and eager to learn, as a result of staff's enthusiasm and interest in what they say and do. Staff effectively foster children's independence, in order for them to find out and explore in purposeful learning experiences.
- The learning environment is very well organised, so that resources are accessible to children. As a result, they are able to make independent choices in and about their play.
- The learning environment is very well organised, so that resources are accessible to both children and adults.
- Children's health and safety is well promoted, and good quality care practices enable them to form close relationships with the staff, which supports their well-being.

### It is not yet outstanding because

- There is scope for the manager to further improve the information shared with other providers that children attend, to better support and maximise their progress.
- Older children's pre-school skills, such as linking sounds to letters are not yet fully extended in everyday play.

## 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 observed children at play in the playroom and observed a trip to the local cafe.
- The inspector talked to the staff and carried out joint observations with the manager.
- The inspector looked at children's assessment records, activity plans, policies and a range of other relevant documentation.
- The inspector checked evidence of suitability and training for practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Michelle Britch

## Full Report

### Information about the setting

Padgate Wasps was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from a designated room within a building

situated on the grounds of Christ Church primary school in Padgate, Warrington. Children have access to a secure play area and the school grounds for outdoor play. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications, including two managers, who hold early years qualifications at level 5. The pre-school is open during term time from 9am until 11.30am and 12.30pm until 3.30pm. The out of school club opens from 8am until 9am and 3pm until 6pm during term time only. Children attend for a variety of sessions. There are currently 25 children attending, who are in the early years age group. The setting receives support from the local authority early years advisory team.

### **What the setting needs to do to improve further**

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

- develop further the arrangements for sharing information with other providers that children attend in parallel with the nursery, to contribute to and share in their progress
- use everyday opportunities to use phonics as the prime approach to decode words while children can see the text, for example, using big books, signs and posters.

### **Inspection judgements**

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

The pre-school and after school provision offers a light, spacious and well-organised playroom to ensure that the children can easily access a broad range of toys and equipment, resulting in them being active and independent learners. For example, children bring out the recycling materials and spontaneously make musical instruments out of milk cartons and sand. Children benefit from good quality interactions and lots of encouragement. Staff understand how children learn and successfully support children to develop the necessary skills to be ready for the next stage of their learning. Each child's key person completes an accurate assessment of what children know and can do on entry to the pre-school, using information from parents and their own observations. Following this, they complete regular and precise assessments, reflected in detailed and meaningful records of children's learning. Key persons clearly know their children well, as they talk confidently about their skills, abilities and the next steps in their learning. Planning is differentiated to support the needs of both younger and older children and activities are evaluated to further enhance their learning. Progress reports outline children's development in the prime areas and these are shared and agreed with parents, so that they know how their child is progressing. Consequently, children are working well within

their typical range of development expected for their age.

Practitioners create stimulating activities to support children's own interests, which come from direct and shared observations of them. For example, children learn about road safety following a discussion with a parent about a child learning to look left and right on the way to the nursery. Children delight in circle time as they tell the practitioners what they have learnt about keeping safe. They also enjoy experiencing road safety first hand as they walk to the local cafe. Older children remind the younger children to hold onto the safety hoops and enjoy recognising the colour of the traffic lights and on stop signs. As a result of the visit, they also enjoy becoming part of the community and develop mathematical and life skills in counting change to pay for their snack. Children are reminded of Chinese New Year celebrations as they recognise Chinese script outside a local restaurant. Teaching techniques are strong, which means that children are effectively supported in acquiring fundamental skills, which prepare them for school. Children clearly have a positive disposition to learning as they actively ask questions, explore toys and activities and make their own discoveries. As the children walk to the cafe, practitioners ask open-ended questions that have many possible answers, which encourages children to express themselves freely, build up their vocabulary and use language to connect ideas and explain what is happening. However, opportunities for sounding out everyday words on signs, posters and menus are not fully developed, in order to challenge the older or more able children.

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

Children feel secure and happy in this nursery knowing who their key person is from the start. During the first week of attending the nursery, key persons guide parents in spending quality time with their children and to engage in the activities. During this process, children, parents and staff develop mutually trusting and respectful relationships and begin to work together for the benefit of the children. They support new children by planning the provision around their favourite toys and resources. The nursery has well-established and clear routines and children know what is expected of them at all times. Adults model friendly and respectful relationships and as a result, children are kind towards each other in nursery. For example, an older child helps a younger child to wash her hands before the trip. Children have a good understanding of a healthy lifestyle and how to limit the spread of infection. They talk about catching 'Jimmy germ', who gives them a poorly tummy if they do not wash their hands properly. Children feel a strong sense of belonging with their own named resources. For example, children have a hook for their coats and a drawer for their personal objects, learning journals and artwork. Children learn about keeping themselves safe as they take part in regular fire drills and this is explained, using props, to the youngest children, so that they have confidence in the event of an emergency.

Transitions into school are made easier for the children as the provision is located on the school site. They take advantage of opportunities to become involved in school events and are invited daily to have lunch in the school hall. This allows the children to become familiar with the environment and routines.

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

The pre-school has made significant improvements since the last inspection and as a result, the children are making good progress. The staff and manager are dedicated, motivated and work well together to ensure that the setting is organised efficiently and operates smoothly on a day to day basis. They have a good understanding of their responsibilities in meeting the welfare, safeguarding, learning and development requirements and ensuring staff suitability. Effective peer coaching is in place to monitor staff performance. This allows the manager to identify professional development needs to support children's learning, such as enhancing the outdoor learning in the woodland area.

Good self-evaluation is carried out and the setting is able to successfully identify strengths and areas for development. Actions and recommendations have been addressed and tackled effectively and staff have improved their knowledge, understanding, practice and confidence. The environment is very safe and secure and hazards to the children are minimised due to robust risk assessments. The manager is proactive in continuous improvement and reflection. Therefore, all documentation has been reviewed, including observation and assessment. This ensures that children receive an enjoyable and challenging experience and make the best possible progress. The setting works closely with their local authority to monitor and improve practice and are working towards a quality assurance award.

Staff talk daily to the teachers at the host school where some children also attend and exchange messages efficiently. However, there is scope to further enhance the sharing of children's assessment, learning and development to ensure a shared and consistent approach. Parents feedback that they are pleased with the level of care and learning given to their children. On the whole, they find staff and management approachable and friendly and feel that they are kept well informed. They are supportive and interested in their children's pre-school life. For example, parents spend time in the nursery at events and visits, including sports day and farm trips. Overall, the nursery is organised well to create a warm and welcoming environment in which children feel safe, secure and happy.

### 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>	EY386173
<b>Local authority</b>	Warrington
<b>Inspection number</b>	821684
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17

<b>Total number of places</b>	22
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Woolston Wasps Link Club Ltd
<b>Date of previous inspection</b>	18/05/2009
<b>Telephone number</b>	01925 818689

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

