

Wiggles Day Nursery

Wadebridge School, Gonvena Hill, WADEBRIDGE, Cornwall, PL27 6BU

Inspection date	28/01/2013
Previous inspection date	18/09/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Through high ratios and the leadership team's nurturing of a skilled, reflective staff team, the nursery is able to offer every child highly individualised levels of care.
- All staff have an excellent understanding of how children are best encouraged to progress, and are very effective at meeting the welfare, learning and development needs of all children.
- Children access an extensive range of activities and resources, and enjoy frequent access to an engaging outdoor environment that is used to good effect to promote understanding across the areas of learning.
- The staff team work hard to build strong relationships with the parents of all children attending, exchanging detailed amounts of information, and encouraging parents to share what they know about their children.
- All staff and members of the leadership team are skilled at reflecting on their own capacity to deliver a high quality programme, and self-evaluation consistently leads to further improvements throughout the setting.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed all staff working directly with the children.
- The inspector talked with staff and managers.
The inspector studied a range of documentation including children's progress records, risk assessments, accident and incident records, policies and procedures, staff records, and a selection of other welfare documentation.
- The inspector reviewed the self-evaluation document.

Inspector

Leoarna Mathias

Full Report

Information about the setting

Wiggles Nursery was registered in 2011 and is managed by a committee. It operates from four rooms in Wadebridge School, in North Cornwall. Children have sole use of a secure outdoor play area, which is accessed directly from the main nursery room. The provision is open each weekday from 8am to 5.30pm during term time only. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 14 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities. There are three members of staff, all of

whom hold appropriate early years qualifications. The manager has achieved Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen further the role of the key person in preparation for the increasing number of younger children joining the nursery

Inspection judgements

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

All staff work extremely hard to create an inviting, supportive environment for the children attending. Adults have a detailed understanding of the expectations of the Early Years Foundation Stage. They combine this understanding with a very secure knowledge of each child's level of attainment, to plan an engaging programme of activities. Key persons make frequent and detailed observations about children's progress, which allows them to not only tailor the programme to meet the needs of each child, but to also carry out detailed summative assessments that are then fully shared with parents. Staff are aware of the need to further strengthen their key person role, in preparation for a large number of younger children who are about to join the setting. Opportunities for a meaningful two-way exchange of information between key persons and parents are plentiful, and parents are helped to share what they know about their child's progress. This means that a complete picture of each child is maintained. Parents also access good levels of information about the running of the provision and the programme of activities via prominent notice boards and newsletters.

Children thrive as they participate in activities that promote their learning and development very effectively. With particularly high quality, varied and plentiful resources on offer, children delight in exploring the properties of gloop, role-playing an airport, or counting and matching multi-coloured 'bugs'. They spend significant periods of time outdoors, exploring the spacious and inviting environment. While outside they develop their physical competency, gain an understanding of the natural world, and practice other skills, such as mark making, in innovative ways. They also take part in regular trips to places of local interest that extend their knowledge of the communities and physical environments near their homes. Children participate fully in music and movement sessions, enthusiastically demonstrating their co-ordination and control. They also make frequent independent use of the book corner, as well as enjoying group story times and

impromptu story reading with members of the staff team. Children are intrigued by stories and information about other places in the world, as staff provide age-appropriate ways to help them understand events such as Chinese New Year. Above all, children's voices are heard, and conversations between staff and children are used at all times to aid the development of their skills and understanding. The nursery is about to extend its provision and welcome children with a broader age range; all staff recognise that they must now consider these wider needs and prepare for their arrival in order to maintain their current high standards.

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

Warm, happy, secure relationships, between key persons and children, that fully promote the wellbeing of each child, are very much in evidence. Challenging behaviour is rare, and when it does occur, it is skilfully managed by staff who have received significant training in this area. Consequently, children are very much able to give of their best. Those with particular challenges, such as special educational needs, are given ample opportunity to learn how to be part of a group, responding very positively to the nurturing they receive.

Children are given many opportunities to learn about being healthy. They take part in daily activities which promote their physical skills, both indoors and out. Snacks and meals consist of a range of nutritious items, and staff underpin children's understanding of what it means to be healthy through conversation and activity planning. Children with particular dietary requirements have their needs monitored most carefully, and food preparation routines are very hygienic. Nappy changing and toileting are also managed successfully, and children are quickly learning the importance of washing their hands.

The nursery is effective in its management of hazards. Risk assessments systems are particularly robust, both for indoor and outdoor spaces, and for trips to places of interest. All resources are in excellent order. Fire safety is prioritised, and access to the provision is extremely secure. High ratios of adults to children, and the sensible organisation of interior space means that all children are closely supervised at all times.

A successful working partnership has been established with the nearby primary school that most children go on to attend, as well as a neighbouring early years unit that some children attend alongside the nursery. A regular formal exchange of written observations and assessments takes place, as well as frequent two-way discussions. Parents are fully included in these exchanges, thus providing children with access to very high levels of continuity of care.

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

All nursery staff have a secure understanding of the safeguarding and welfare requirements. The team know how and when to take action if they have concerns. Policies that underpin the care practice of all are in good order and are reviewed regularly.

Processes, such as the completion of attendance records and the appropriate recording of accidents are fully secure. Previously Ofsted investigated and issued a notice to improve. The nursery was asked to maintain a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person. The provider supplied written confirmation that they had taken steps to meet the requirements of the notice to improve. The nursery are still compliant with this. There is effective sharing of information between the nursery and parents. They are given easy access to all policies, further ensuring that they fully understand the work the nursery does to keep their child safe.

The leadership and management team of the nursery have excellent self-evaluation skills. They have a clear vision for the quality of care they aim to deliver to young children. They are also possessed of a proactive attitude to achieving continuous improvement through an honest assessment of strengths and weaknesses.

The staff team undertakes a substantial amount of training, as well as participating in a robust appraisal and ongoing professional development programme.

All members of the team are encouraged to be reflective, with weekly invitations to assess the nursery's performance across all areas. Both the nursery manager and the chair of the management committee provide an excellent balance of guidance and inspiration to the staff team, and a can-do attitude is very much in evidence across the whole team. Best practice is shared with other professionals regularly, and genuine partnerships with the local authority and other provisions are in place.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY435143
Local authority	Cornwall
Inspection number	901334
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	21
Number of children on roll	19
Name of provider	Wiggles Day Nursery
Date of previous inspection	18/09/2012
Telephone number	01208812881

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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
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M1 2WD

T: 0300 123 4234
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