

Whitleigh Wise Owls Two

361 Taunton Avenue, PLYMOUTH, PL5 4HW

Inspection date

15/02/2013

Previous inspection date

10/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The staff team work very well together and have a strong commitment to continued professional development.
- Children's have many opportunities to make choices in their play and develop their independence.
- Staff support and extend children's learning in a sensitive and skilled way.
- Children have very good opportunities for active learning in the outdoor environment.
- Staff are positive role models and children learn to be kind to their friends and respect their environment.

It is not yet outstanding because

- there is room to further involve parents and carers in their children's learning by enhancing the sharing of information between home and nursery
- opportunities for children to learn about their local community are not yet fully developed.

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 staff and children taking part in a variety of activities indoors and outside.
- The inspector carried out a joint observation with the manager of an activity outdoors.
- The inspector reviewed a range of documentation, including the nursery's self-evaluation and children's assessments records and planning.
- The inspector had meetings with the manager and the nominated person.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ruth Thrasher

Full Report

Information about the setting

Whitleigh Wise Owls Two Nursery registered in 2008 on the Early Years Register. It is situated in a purpose built premises attached to Woodfield Primary School in Whitleigh, Plymouth and is managed by Wood View Learning Community. The nursery serves the local area and is accessible to all children. It provides care for up to 40 children aged from

two to five years old. There are three main play rooms used by the children and a fully enclosed area available for outdoor play. The nursery also has the use of the school dining hall and occasional use of other school facilities. There are steps and a ramp leading up to the entrance.

The nursery employs 12 members of childcare staff. The manager holds Early Years Professional Status, two staff have level 6 qualifications, eight have appropriate early years qualifications at level 3 and one at level 2. The nursery is open from 8am to 3.30pm, Monday to Friday, term-time only. Children attend for a variety of sessions. There are currently 75 children attending who are in the early years age group. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for parents to be involved in their children's learning, for example by making children's learning journey books more readily accessible
- provide further opportunities for children to learn about their local community by visiting different parts of the local community and inviting people in to the nursery to talk about aspects of their lives or work.

Inspection judgements

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

Children make good progress in all areas of learning and their individual needs are very well met. Staff meet together every day before the children arrive to discuss their roles. As a result they are very well deployed to support children's learning. There is a good balance of adult and child-led play, both indoors and outside. Staff know when to stand back and when to get involved. They help children develop their ideas and extend their thinking. For example, they support children making models by providing additional resources and ideas. Staff join in children's games, help to clean the windows with paint rollers and suggest different ways of colouring the soapy water. Children are thoroughly absorbed in their play and often show good levels of concentration. For example, a two-year-old carefully squeezes paint onto a palette and carries it to the easel and begins to paint.

Children take part in an exciting range of activities that support all areas of learning. Some choose to play outside for much of the session. They learn about shape and measure as they pour water from a variety of different containers. They enjoy making marks and patterns on the playground with big chubby chinks. They develop their physical skills as they peddle tricycles or use diggers in the sand tray. In the warmer months they take part in forest school activities in the local woods. However, there is scope to further extend children's knowledge of the local community by providing more outings to local places of interest and inviting visitors into the nursery.

There is very good support for children's language and communication skills. Specific activities are provided to support children in this area, either individually or in small groups. Labels and books in other languages are provided for children who speak English as an additional language. Children share favourite books with staff in the cosy book corner. They listen to stories, and join in number rhymes and action songs. Staff support children's understanding of basic mathematical concepts. For example, they talk about who has the biggest bucket. They clap the syllables in their names and count how many claps there are. In the term before children start school, there is a stronger focus on language and writing. Consequently, children develop good skills to support them in their future learning.

Staff make good use of observations and assessments to ensure all children make good progress in relation to their starting points. All staff contribute to the planning, feeding in their key children's next steps and interests. Arrangements for the two-year progress check are working well. One to one support is provided when needed. There are many ways for parents to be involved in their children's learning if they choose. Parents' evenings, called 'sharing' meetings take place every term. Parents are given envelopes to collect information about things children have done in the holidays. There is room to develop this partnership further, for example, by making children's learning journeys more readily accessible to parents on a daily basis.

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

Children receive good support to settle and separate from carers. Key persons know their children well. Staff pair up to ensure that the child always has a special person they can relate to if their key person is not present. This helps children feel secure. There are many opportunities for children to be independent and make choices. Staff show them photographs of activities to help them choose what they want to do. Resources are well organised to enable children to initiate their own play. Children are confident to request additional resources when needed, such as a cardboard box or more paste.

Staff demonstrate a gentle and consistent approach to promoting positive behaviour. They remind children that they must consider others' feelings and respect their environment. Children patiently wait for a space at the snack table and find their place mat. They pour their own drinks and butter their own crackers. Staff regularly praise children and provide assistance when needed. This promotes children's confidence and self-esteem. Children walk through the school to have their lunch in the school dining hall. Older children have

the opportunity to visit the reception class. This enables them to become familiar with the school environment and helps prepare them for school.

Staff promote children's understanding of healthy lifestyles. For example, they move the water dispensers outside so that children can help themselves to drinks when thirsty. They provide fresh fruit as well as carbohydrates at snack times. Children enjoy lots of fresh air with space to be physically active. Staff provide ideas for healthy lunchboxes and encourage children to eat their savoury food first. Children learn to keep themselves safe while playing. For example, a child knocks a bucket over and the staff member says 'do you think we should pick it up before somebody hurts themselves?' Children know that if they are playing outside, they must put on a waterproof suit to keep themselves warm and dry.

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

The leadership and management of the setting is good and all legal requirements are met. The nursery demonstrates a strong commitment to quality and continuous improvement. There are effective action plans in place to implement any areas for development identified through self-evaluation. For example, the nursery has worked hard to integrate an increased number of two-year olds. They have focussed on providing a calm and consistent approach to managing behaviour, which has clearly benefited the children. Additional funds have been obtained to further develop the outside play area. There is good support for staff to undertake further training and professional development. Where weaknesses are identified, such as in knowledge of safeguarding procedures, these areas are robustly addressed. Policies and procedures are reviewed, improvements made and additional support and training provided as necessary. The nursery is also currently undertaking a quality assurance scheme to further improve the quality of the experience for all children.

There are very good procedures in place to ensure the suitability of staff. New staff do not start work until all their checks are completed. There is a comprehensive induction programme, followed by regular staff supervision and appraisals. Staff demonstrate a good understanding of procedures should they have concerns about a child or an adult working with children. Safeguarding children is given a strong focus at induction, through staff supervision and during staff meetings. Rigorous risk assessments and daily safety checks ensure children are safe on the premises and on outings.

Parents and carers spoken to were very positive about the quality of the nursery and relationships with staff. The nursery has developed strong partnerships with local schools and the children's centre. Contact books are used to share information where children attend other settings, such as childminders. This ensures continuity for children for their care and learning. The nursery works well in partnership with other professionals to provide additional support for children when it is needed.

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

Unique reference number	EY379972
Local authority	Plymouth
Inspection number	904015
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	75
Name of provider	Plymouth City Council
Date of previous inspection	10/01/2011
Telephone number	01752 781943

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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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