

Paget Road Nursery

Wolverhampton College, Paget Road, WOLVERHAMPTON, WV6 0DU

Inspection date

Previous inspection date

06/03/2013

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

- The quality of teaching is firmly rooted in staff's broad knowledge and experience of how children learn effectively. They make the most of opportunities to extend children's learning through play, discussion and group activities.
- High regard is given to supporting children's thinking skills as staff encourage them to describe problems they encounter and suggest ways to solve them. Children's ideas and interests are skilfully harnessed and used to inform planning, valuing children's contributions to their learning and development.
- There are strong partnerships with parents and others who are involved in children's care and learning. This ensures that children receive relevant support, consistency and continuity in their learning and development.
- There is a strong commitment to on-going improvement in the provision through the setting of ambitious targets and action plans.

It is not yet outstanding because

- Staffs' skills and knowledge of the use of signing is not fully utilised to enhance children's awareness of non-verbal communication.
- There is scope to extend children's spontaneous access to the outdoor learning environment to further support their autonomous active learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities throughout the nursery in both indoor and outdoor spaces and undertook a safety check of the premises.
- The inspector spoke with the nursery manager and staff at appropriate times throughout the day.
- The inspector interacted with children and spoke with them throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written comments and compliments obtained by the nursery.

Inspector

Patricia Webb

Full Report

Information about the setting

Paget Road Nursery opened in 2001 and was re-registered under the current ownership in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is one of a national chain of settings operating under the governance of the Midcounties Co-operative. It is sited in a self-contained unit on the campus of the City of Wolverhampton College, Paget Road site. There are three main care rooms and also a fully enclosed area available for outdoor play. The nursery gives priority to places for students and staff of the college, and also serves the wider community. The nursery employs 14 members of childcare staff. Of these, one holds a BA (Hons) degree and two hold Foundation degrees. All other staff are qualified to level 3. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm and children attend for a variety of sessions. There are currently 37 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports children with English as an additional language and has systems in place to support children with special 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:

- enhance inclusive practice further by building on staff knowledge of supporting children in the use of non-verbal communication skills, such as sign language
- explore ways of increasing children's access to the outdoor learning environment in a more spontaneous way to further support their free thinking and independent play.

Inspection judgements

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

Children make good progress in their learning and development and some children are making outstanding individual progress. They are eager to engage in the broad and exciting activities and learning opportunities on offer in this strong setting. This is because staff value children's ideas and interests very highly and use these to inform the planning. For example, the pre-school room currently resembles a train station, an idea sparked by children's interests in trains and travel. Discussions about visits to 'nan and granddad' have led to the ticket office being created as children develop their imagination and organise their own play. Bookings are logged in the record book and the 'train lady' uses

the clip board to mark off the passengers and show them to their seats. Staff observe such play and activity intuitively, monitoring children's levels of engagement and assessing their learning and development accurately. They skilfully extend children's thinking as discussions take place about how the steam is created on an old train to make it move. A further discussion at lunch time expands children's vocabulary. The texture of the leeks is noted by a child as being 'juicy' and tasting a bit like onions. The member of staff later responds to their curiosity by accessing information for the children on the computer so that children can see what leeks look like.

Children enjoy learning in the outdoor environment, although, the access to this is not as spontaneous as staff would like it to be to enable children to extend their free-flow play. They do, however, respond to children's requests to go out, and once outside the learning opportunities abound. For example, sausage and mash dinners are created for staff in the mud kitchen as children use the various utensils and equipment with great imagination. A toddler persists, when making repeated attempts to clamber into the rowing boat, and shows great delight when the determined effort pays off and the child is able to sit in the boat, beaming with pride and achievement. This high level of practice is consistent throughout the setting. Babies crawl and toddle around with confidence and seek out the familiar adults for emotional and physical support. This means that they settle with ease and engage effectively. Toddlers are encouraged to copy the sounds of the small world animals figures they play with and link to the inset puzzles.

Staff constantly observe and assess children's progress throughout the day, discussing how a young child responds to visitors in the setting as evidence of the child's improving social and emotional development. Children's home backgrounds and cultures are highly valued and many home languages are displayed around the setting. Staff endeavour to use key words to help children settle when they first attend and as they begin to acquire spoken English. Some staff have had training in baby signing and Makaton, although, these skills are not currently fully implemented on a general basis to further enhance the communication methods used for children with emerging language skills.

Staff work very effectively with parents, other professionals and settings where necessary. This ensures a consistent approach develops to support individual children, which includes seeking further guidance where necessary. The use of communication books is very effective in sharing children's learning and development between settings, and helps to build continuity in teaching and learning for the children. This also promotes children's preparation for their transition on to school. Parents are involved in the assessment and summaries of children's progress, particularly the progress check undertaken for children aged two. This ensures that planned support for children can be implemented swiftly to ensure they progress well in the prime areas of learning.

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

The well-established key person system helps children to form very secure attachments, particularly as children move up through the nursery. Babies and toddlers enjoy

appropriate and caring cuddles and attention from staff, especially when settling on arrival and during their bottle feeds and meal times. Parents give detailed information about their children's characters and care needs, and these are consistently carried out by the staff who give parents clear feedback about their child's day. Children are supported in developing their self-care skills as they fetch their own coats from their named pegs and attempt to dress themselves. This is because staff are intuitive about when to offer timely support, having given children the opportunity to try for themselves first. Their transition to school is also supported through such consideration as they learn to be independent.

Children are supported in understanding the benefits of active play indoors and outside. They use the natural environment outside to hone balancing skills on the logs, dig vigorously, search under the logs for frogs and use a wide range of wheeled equipment with skill and care. They skilfully manoeuvre the bikes and trucks around the paths, learning to co-operate as some large equipment requires a team to work together to move it around. Children understand about the effect that fresh air and exercise has on their bodies. They tuck in to balanced and nutritious meals that are currently supplied by the college kitchens. Staff ensure that the meals are suitable for the children and any dietary requirements and preferences are carefully adhered to, ensuring children's ongoing health and well-being. Minor accidents and injuries are managed efficiently as all staff hold first aid qualifications and the appropriate records are completed and shared with parents to inform them of their children's welfare.

Children's safety is a high priority and staff involve children in learning about their own safety and that of others. For example, a child is playing with the whistle, the cord of which has been knotted to prevent children putting it around their necks. The child expresses a desire to have this around their neck, pointing out the visitor's lanyard. The member of staff explains why the child cannot put the whistle round their neck but then fetches a redundant lanyard for the child. The member of staff talks with the child about how this one is safe to wear as it pops apart at the slightest tug and so is not a hazard. The child sets off to continue playing, proudly wearing the lanyard, and satisfied with the positive outcome. Such consideration for children's feelings and acknowledgement of their abilities to understand expectations, contributes to the very positive behaviour which children display.

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

Safeguarding arrangements are fully understood by all staff in the nursery. They attend regular training to update their knowledge of child protection issues and how to report any concerns they may have about a child in their care. Parents are fully informed of this duty of care through the robust policies and procedures of the setting. Robust and rigorous procedures are employed by the company when recruiting and selecting staff, even though staff turnover is very low. All staff undergo the required vetting and clearances to assure parents of their suitability to work with children. Regular appraisals and supervision are undertaken to ensure that ongoing suitability and quality of practice is effectively monitored. This ensures that children receive high quality provision and support in reaching their full potential.

The company has set out a plan for refurbishing the premises and these changes have been planned with staff to ensure that they will enhance children's enjoyment and achievement. Thorough risk assessments are carried out to maintain children's safety and the level of any accidents is monitored to see if there are any areas of particular concern that present possible hazards. Self-evaluation of the provision and practice is reflective and thorough and includes the views and opinions of all concerned. The views of the children are reflected in the way in which their ideas are used to inform day-to-day planning. Partnerships with other professionals involved in children's lives are constructive and valued by both sides.

Parents express great satisfaction at how their children are settled and supported in the friendly and very caring nursery. They say that they feel very involved in their children's learning and development, knowing that they can view their child's developmental records when they wish. They also complete 'wow vouchers' where they comment on what their children have done at home, so that there is a clear understanding about how important the link with the home learning environment is. These special moments are displayed and older children talk about their achievements during the day.

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 action. 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	EY452836
Local authority	Wolverhampton
Inspection number	885264
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	37
Name of provider	The Co-Operative Childcare Limited
Date of previous inspection	not applicable
Telephone number	01902422256

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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, which are usually the childminder's 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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