

# Wingate Community Childcare LTD

Wingate Children's Centre, Partridge Terrace, Wingate, County Durham, TS28 5BD

<b>Inspection date</b>	04/03/2013
Previous inspection date	06/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	3
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

- Children are extremely settled, very happy and highly motivated. An excellent range of resources are in place; these are easily accessible to all children who have uninterrupted time to play and explore.
- Staff are highly skilled and have an excellent understanding of how children learn. They significantly enhance children's learning experience and as a result, they make exceptional progress in relation to their starting points.
- All children are assigned a key person and they work extremely closely with parents when children first attend to establish children's starting points, family history, their individual needs and care routines. This fully supports children's transitions into the setting.
- Staff skilfully engage parents in their children's development and learning in the setting and at home. Parents are regularly involved in 'Stay and Play' sessions, which provide parents with a wealth of ideas of how they can support their child's learning at home.
- Links with other providers and outside agencies are exceptional and children are extremely well prepared for the next steps in their 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 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 activities in the main playrooms and outdoor areas.
- The inspector spoke with the directors, manager, staff, children and parents at appropriate times throughout the inspection.  
The inspector looked at children's learning journals, planning documentation, the setting's self-evaluation form and action plans, policies and procedures, children's records and other relevant documentation.
- The inspector carried out a joint observation with the manager.

## Inspector

Vivienne Dempsey

## Full Report

### Information about the setting

Wingate Community Childcare Limited was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Wingate within the Wingate Children's Centre and is managed by Wingate Community Childcare Limited. The setting serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play.

The setting employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including four members of staff with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 81 children attending who are in the early years age group. The nursery provides funded 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:

- enhance opportunities for children to further develop their independence and self-help skills, by encouraging them to prepare their own snack.

## Inspection judgements

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

Staff work extremely closely with parents when children first attend to build an accurate picture of children's development and individual needs. They establish children's starting points, family history and care routines, which actively supports children's transitions into the setting. Staff have developed excellent links with parents and agencies to ensure children with special educational needs and English as an additional language are fully supported and included. Children are extremely happy and content in a rich, varied and imaginative learning environment that helps them to feel at home and secure. Exemplary learning journals are in place for all children. These clearly show how staff skilfully use observations to assess next steps in children's learning. Observations are used to plan an exceptional, varied and challenging learning experience for all children. Robust systems to track children's progress are in place. These clearly show how children are making very rapid progress towards the early learning goals, in relation to their starting points.

Children have an exceptionally positive attitude towards learning and participating in

activities and experiences both indoors and out. They eagerly join in with group story time and all children listen attentively and repeat and predict familiar phrases in the story. Staff effectively use questions to promote children's thinking and learning. They encourage children to talk about the pictures and what they think might happen next. Staff repeat new vocabulary and give young children time to respond. They give meaningful praise as they repeat new words and the children are keen and eager to learn. All of which is instrumental in developing the children's communication and language skills and encourages a thirst for learning. Children excitedly talk about the 'chocolate cake' they have made in the outdoor area. They confidently talk about the 'ingredients' they have used, pebbles, sand and water and skilfully use a varied range of kitchen utensils to stir their mixture. Staff significantly enhance children's learning by using effective questioning and encouraging children to think about how they will decorate their 'cake'.

Children take part in celebrating a range of festivals and religious events, such as Mother's Day, Chinese New Year and Diwali. An extensive range of resources, books and displays also helps to develop children's awareness of diversity, other cultures and traditions. Staff successfully participate with the children's chosen activities and skilfully scaffold their learning through talk and discussions. For example, children have great fun using the clay to make saddles for the small world horses. Staff encourage them to count how many saddles they have made and talk to them about the different sizes, such as big, medium and small. Children thoroughly enjoy joining in and acting out their favourite number rhymes. Staff encourage them to count the 'elephants on the spiders web' and the 'currant buns in the baker's shop'. They correct their mistakes and model counting to five. Staff also use children's birthday celebrations for children to develop their counting skills. They encourage children to count how many candles are on the birthday cake and provide opportunities for children to develop their recognition of the number three. This helps to effectively promote children's understanding of number names, size, numerals and provides excellent opportunities for them to count in their play.

Assessment is rigorous and the progress check at age two has been successfully completed for all relevant children. Parents, health visitors and other agencies have been fully involved in the process and any concerns have been shared and acted on. Parents are also given an extensive range of information about activities they can do at home to ensure effective continuity in children's learning.

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

Staff have an excellent understanding of how to protect children's safety and effectively support children's growing understanding of how to keep themselves safe and healthy. For example, they have all completed a relevant first aid course and attended child protection training. All children are involved in regular fire evacuation drills, which develops their awareness of safe procedures to follow in the event of an emergency. Staff model and talk to children about how they should safely carry scissors around the setting and explain why they should not run indoors. This helps children to learn how to keep themselves safe in the setting.

Children understand why it is important to clean their hands before they eat in order to

prevent 'germs spreading' and 'becoming poorly'. Older children independently follow hand washing routines after creative play and using the bathroom. They confidently talk about making sure they 'clean their hands to get the dirt and germs off'. Children have very good opportunities to develop their self-help skills. For example, they confidently serve their own meals and pour their own drinks at lunch time. However, opportunities could be further enhanced by consistently involving children in preparing their own snack.

Children have opportunities to be active, for example, they have daily access to the outdoor area. They have opportunities to tackle a varied range of climbing equipment, pedal bikes and dig the garden, which helps to develop their physical skills extremely well. An exemplary key person system is in place and staff work closely with parents to ensure they know children, their care needs and routines well. For example, meetings are held between the key person and parents before children attend and a wealth of information is collected from parents before children start. This enables staff to meet children's individual needs and challenge their learning from the start.

Staff offer an extremely stimulating, varied and interesting learning environment. Resources are of excellent quality and are easily accessible to all children. The setting helps prepare all children for the transition to the setting and extremely effective systems are in place for transition between rooms and the adjoining nurseries. For example, staff work closely with children, parents and other providers to fully support and prepare children for the next stage in their learning. Children display very good behaviour. Staff ensure activities and resources keep children challenged and interested; and they provide lots of praise and encouragement. This promotes and supports children's confidence, self-esteem and achievements extremely well.

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

Staff have an excellent understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed relevant checks to ensure they are safe to have contact with children. They have an extremely good understanding of the signs and symptoms of abuse and the procedures to follow if they have any concerns about children in their care. A thorough and relevant range of written policies and procedures are in place. These are successfully implemented and shared with parents. Children are not able to leave the premises unattended as staff have rigorous procedures in place and the building is secure at all times. Attendance records for children and staff are in place; these are accurately maintained and clearly demonstrate that staff to child ratios are met at all times.

Staff have an exceptional understanding of the educational programmes. Practice is innovative, inspirational and worthy of dissemination to other providers. Children's learning needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents, external agencies and other providers.

Systems for self-evaluation are robust. Leadership is inspirational and practice consistently reflects the highest aspirations for all children and staff. High quality professional

supervision is provided; evaluation is sharply focused and ensures staff constantly improve their already first rate understanding and practice.

Readily available learning journals, regular progress reports, parents' evenings and in-depth daily discussions provide parents with an extensive range of information regarding children's care and learning needs. Parents comment that they are 'very pleased and have only positive comments just wonderful'. Staff have developed extremely good links with other providers and attend regular progress meetings to share observations of children's progress. They support each other to plan next steps in children's learning, ensuring continuity between the settings.

### **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 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

<b>Unique reference number</b>	EY336563
<b>Local authority</b>	Durham
<b>Inspection number</b>	904348
<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>	54
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Wingate Community Childcare Ltd
<b>Date of previous inspection</b>	06/01/2011
<b>Telephone number</b>	01429 838206

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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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Piccadilly Gate  
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