

# Waverley School

Waverley School, Waverley Way, WOKINGHAM, Berkshire, RG40 4YD

## Inspection date

18/03/2013

Previous inspection date

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

- Children develop a strong sense of belonging building positive relationships with staff and other children. As a result, children are settled, secure, happy and motivated to explore and play.
- Children benefit from an exciting range of activities inside and out of the nursery, including time in each of the activity play rooms.
- Successful communication channels are in place between parents, staff and others. Parents are encouraged to be involved in their child's development and staff share ideas to support learning at home.
- The manager effectively develops the staffing team through monitoring and evaluation. This enables the management team to bring about changes to improve outcomes for children.

### It is not yet outstanding because

- Staff do not fully promote children's independence at snack times to allow them to choose what they would like to eat and learn valuable skills, such as pouring their own drinks.
- Although overall staff manage children's behaviour well, some staff are not always clear consistent when explaining consequences to the children for their actions.

## 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 and quality of teaching in the playrooms and outdoor play area.
- The inspector spoke with staff working in the nursery and recorded observations of their interactions with children.
- The inspector looked at policies, procedures, progress records and planning documents and discussed these with staff.
- The inspector took account of the views of parents.

## Inspector

Tracy Bartholomew

## Full Report

### Information about the setting

Waverley School is an independent school catering for children aged 3 to 11 years of age. It was founded in 1945. The school was re-registered in 2012. It is situated in Finchamstead, near Wokingham, Berkshire. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open for 51 weeks of the year from 8.00am to 6.00pm and is open to all children in the local and surrounding areas. Children may attend for a variety of sessions. The nursery is based over four rooms within the Waverley school, with dedicated outdoor areas and a playing field for outdoor play. Waverley school offers an extended hours provision for children from the age of two years six months up until 11 years. This includes a breakfast club that is open from 8.00am to 8.30am for children from two years six months and an afterschool club that is open from 3.30 pm to 6.00pm for children in reception to year 6. The holiday club offers care from 8.00am to 6.00pm with the offer of half day sessions from 8.00am to 1.00pm and 1.00pm to 6.00pm. The number of children on roll varies, but currently they have 82. The holiday club and extended hours provision operates from a separate facility in the community hall located on the school premises. The organisation currently employs fifteen members of staff.

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

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

- further support staff to demonstrate clear and consistent boundaries and reasonable yet challenging expectations of all children's behaviour
- consider ways to strengthen children's growing independence, for example, by providing opportunities for them to pour their own drink and select their fruit at snack time.

### Inspection judgements

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

Children throughout the nursery are making good overall progress in their learning and development. They benefit from the good quality staff, who have a secure knowledge of their individual needs and plan activities to support and promote these. Staff interact well with the children and offer good support. Children happily play with staff during adult-led and spontaneous activities, this allows the staff to maximise purposeful learning through play. For example, when children are exploring the mud in their boots, a staff member

joins in with them to discuss the patterns they are making. This promotes children's mathematical and speech development. Staff encourage the children to experiment with shapes and sizes as they fit together jigsaws and work out the best way of building a tower. This supports their early mathematical skills and counting well.

Children's language development is very well supported through consistent conversations and during singing times. Children benefit from small group activities in which staff ask open questions and allow children time to think and respond. Staff develop children's early literacy skills through activities such as chalking, story telling and using bricks with letters. Children enjoy playing and listening to their friends. They play well together during role play and listen attentively to each other during circle time activities. Staff develop children's creativity well through everyday activities and when playing with sand. Children clearly enjoy exploring media through treasure baskets and during painting pictures. Their creative work is displayed attractively throughout the setting, which shows their efforts are appreciated and valued.

Children have daily opportunities to play outside and use the school facilities. For example, they enjoy visiting the library, the hall for indoor sports and the computer suites. In addition they use the sensory garden and enjoy regular trips to the local park. Children's understanding of the world around them is well developed through planned celebrations of festivals and topics this helps children to gain a good awareness of the world they live in.

Overall, children are learning to behave in safe and responsible ways. Staff promote their understanding of sharing and children are actively involved in tidying away resources. However, some staff are not consistent in their methods of managing negative behaviour. This means that not all children are consistently given clear explanations on why they must not throw the bricks or sand for example.

The nursery has good systems in place to identify children's starting points. Staff talks to parents and establish good information about their children. This is then used as a basis to promote learning for children, when they start the nursery. Staff undertake observation and assessments on children. These clearly show how children are progressing in line with their development and are used very well to enhance children's next steps in learning. Staff complete the two year progress check for each child in the required age group and share the information with their parents. This supports continuity in care and involves parents in their children's learning.

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

Staff support children well within the nursery and operate an effective key person system. Routines are maintained to enhance relationships, such as the key worker greeting their key children and assisting in their personal needs, this promotes the children's feelings of security. All children demonstrate that they are secure and happy; they enter the nursery rooms with confidence and separate from their main carers with ease. This shows that they have formed trusting relationships with staff and their peers.

Children play in well organised, child friendly, clean and inviting accommodation. Equipment, toys and resources are suitable for the children's ages and stages of development, this helps to prepare children for their next stage of learning. Children's good health and well-being are supported through the effective hygiene practices in place. Children confidently manage their own personal needs and understand the importance of washing their hands. Children's independence skills are generally well promoted as they confidently access toys and put their outside clothing on. However, during meal times, children are not provided with opportunities to pour their own drinks and select their own foods. Despite, this meal times are a sociable occasion where staff eat with the children, promoting good table manners and communication. Children benefit from regular fresh air and exercise. They explore the resources in their own gardens and take advantage of the school grounds where they gain experiences of forest school learning.

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

The nursery has a good understanding of how to meet and maintain the safeguarding and welfare requirements. They have a detailed safeguarding policy and procedures in place. There are effective procedures to ensure that all staff understand their roles and responsibilities with regards to safeguarding children. For example, the staff attend regular child protection training and consult with the setting safeguarding officer. Children play in a secure, safe environment. The environment prevents intruders entering, as gates have coded locks on them and doors have finger print recognition entry systems. This promotes children's welfare. There are effective procedures in place for recording accidents and the administration of medication to maintain children's safety.

The nursery has an accurate understanding of its strengths and a development plan in place to improve. For example, the manager explains that the outdoor area has plans in place for further development to include a covered area, 'tellytubby hill' and new resources. Management have a good awareness of the safe recruitment system, which includes a suitable vetting procedure. This combined with a successful induction and appraisal programme, ensures that staff are well supported and monitored to work with children. The nursery provides a welcoming and child friendly environment throughout. The rooms and main entrances offer a good range of display, information and resources for parents to contribute to the children's learning.

Partnership with parents is very good. Communication is given top priority to ensure parents are well-informed about their children's day and the progress they are making. Highly effective arrangements are in place for involving parents in children's learning. These include regular parents' evenings and the use of 'wow' cards for parents to share achievements in their child's development. Parents' views are sought so that they can be involved in the continued improvement of the nursery, through use of questionnaires and the parental committee. Parents comment that they are extremely happy with the excellent care they provide for their children.

### **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>	EY430947
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	882707
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	78
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Waverley School (Crowthorne) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01189731121

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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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