

Wath Court Nursery

Wath Court Nursery, Wath Court, Hovingham, YORK, YO62 4NN

Inspection date

Previous inspection date

02/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Staff provide consistently high standards of teaching and learning that is inspirational because they have a clear and well-informed understanding of the areas of learning. Consequently, they have high expectations of themselves and the children. This results in all children making very good ongoing progress in their learning and development.
- Children are very secure in their attachments with their key person and staff because they are highly skilled and sensitive to the children's individual needs. As a result, children are very confident, engaged and motivated in all areas of their play and learning.
- The excellent range of accessible resources and equipment offer a stimulating and rich environment that is very welcoming both indoors and outside for the children. This results in successfully capturing children's ongoing interests and decision making to fully promote their independence in what they do.
- The excellent partnerships formed with the parents and staff provide a positive two-way flow of information that is highly valued. This enables them to fully contribute and be actively engaged in their children's learning and progress.

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.

Inspection activities

- The inspector observed activities with the children and staff in the three playrooms and the outside areas during the inspection.
- The inspector held meetings with the nominated person and the manager.
- The inspector looked at children's assessment records and planning.
- The inspector looked at all relevant records, policies, procedures and the nursery's monitoring and development plans.
- The inspector took account of the views of parents spoken to on the day and from written information provided.

Inspector

Christine Tipple

Full Report

Information about the setting

Wath Court Nursery has been open for over 10 years and registered again in 2012 because of a change to a limited company. It is on the Early Years Register and is privately owned and managed. It is situated in a refurbished one storey premises in the Wath area of Hovingham near York. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery opens Monday to Friday, all year round, except for the Christmas period and bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 113 children attending and all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 18 members of childcare staff. All hold appropriate early years qualifications at level 3 to 6. Two staff members hold Early Years Professional Status. The nursery supports children with special needs and/or disabilities. They are members of the National Day Nurseries Association and the Early Years Area Learning Partnership.

What the setting needs to do to improve further

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

- build on the existing quality experiences for the children in the garden, to further enhance the sensory and planting areas.

Inspection judgements

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

Children's needs, routines and interests are actively sought from parents by the key person through the 'all about me' form and the option of a home visit. This provides a detailed and informed picture of each child and their starting points. Staff skilfully take this forward, in order to effectively plan and assess the children to maximise their learning experiences. Children's individual learning journey files provide a wealth of information about what each child enjoys and can do. Staff are very secure in their knowledge about how children learn and progress and this is reflected in the consistently high standards of the teaching and learning taking place. The planning follows children's interests and clearly records their next steps, which staff confidently monitor. As a result, children make rapid progress relevant to their abilities and needs. Parents regularly share in their children's learning through regular updates of what their children enjoy and do at home. They access their children's learning files and these are well received and valued by them. This is managed very effectively to provide the staff with a clear and focused approach to

how they plan for each child.

Children are curious and active learners, showing a high degree of confidence and enthusiasm. This is because staff make the nursery environment a fun place to be where children are active participants in the learning process. The excellent use of both indoor and outside areas enables the children to continually make choices in what they do. The rich learning environment provides lots of experiences, which the children readily take part in. Children become engrossed in painting 'aliens', which provides them with opportunities to use their imagination through taking ideas from books and other displays. This resulted in them discussing what their alien would look like, for example, 'green with one eye'. Babies show contentment because the staff give high levels of attention to their personal care routines and their need to explore. The well-resourced sensory areas and treasure baskets fully enhance their experiences and desire to explore and investigate the world around them. Displays of family photographs in all areas of the nursery provide a positive link with home for all the children. This is highly effective in fostering their growing self-assurance.

Children eagerly get their outdoor clothes, shoes or wellingtons to go into the garden. The mud kitchen outside provide the children with endless ideas to expand upon. They mix the mud themselves and use the wide range of kitchen tools and utensils to decide what to make, excitedly exclaiming to each other, 'today we make cakes'. However, there is scope to build on the very good range of activities offered outside, to enhance the sensory and planting areas to further enrich children's experiences. Children wash the dolls clothes and peg these on the washing line, promoting matching and counting. They see numbers all around them and games and activities expertly promote problem solving tasks with the children. This fully extends their growing understanding of mathematics through their daily play. Children enjoy getting their name cards to register as they arrive and older children confidently write their name. The excellent selection of books, story sacks and various props fully capture children's interest in storytelling. Group time is managed skilfully by staff as the children eagerly share their news. Children learn to use different levels of signing, such as when singing songs. This develops their skills in how they can communicate in a positive and inclusive way. As a result, children continually extend their language and communication skills.

Younger children laugh as they splash with their hands in the water and count the toy frogs and fish. All the children take part in a range of creative activities using various tools, such as straws to blow the paint on the paper. The plentiful supply of different textural resources fully enhance children's experiences of different mediums and materials; to make their own creations that fully develop and extend their own ideas. The excellent quality of the support and learning experiences provided for all the children ensures that they are exceptionally well prepared for the next steps in their learning.

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

Children are very secure in their attachments with their key person and staff because they are highly skilled and sensitive to the children's individual needs. As a result, children are very confident, engaged and motivated in all areas of their play and learning. The

excellent range of accessible resources and equipment in all areas of the nursery offer a stimulating and rich environment that is very welcoming, both indoors and outside, for the children. This results in successfully capturing children's ongoing interests and decision making to fully promote their independence in what they do. Staff provide a positive and inclusive environment where all children can excel and maximise their potential. Key persons conscientiously follow guidance from other professionals, such as physiotherapists, to ensure children receive high levels of consistent support to promote their learning and development. The 'bee stickers' provide children with simple guidance 'to be kind, to be helpful' and this is managed, so all the children's achievements are recognised and highly valued. Children learn to negotiate with each other to resolve situations and to share their feelings through the empathy doll or in pictures. Staff provide a very caring and sensitive approach with the children that skilfully reassures and supports them in whatever they do. Consequently, children's behaviour is exemplary.

The transition arrangements for children as they move rooms is managed very positively. Parents receive detailed information of the new room their child is to move on to and meet with their child's new key person. This results in children being settled and very secure as they move areas. The links with schools are well established and information is creatively displayed with photographs of the different schools and their prospectuses are shared with parents. Staff liaise with the school staff and visits are arranged to ensure continuity in children's learning as they move on.

All children show a strong sense of security within the nursery. Valuable discussions and activities are provided about the importance of keeping safe both in the nursery and at home. Staff ask the children what hazards they see around them and how can these be made safe. This supports them to take levels of responsibility for their own safety, such as being aware of their surroundings and when to seek assistance. Purposeful visits from the fire officer and other community services enhance their safety awareness that enable them to develop life skills, such as perseverance and overcoming challenges. The nursery provides all meals and snacks for the children. The food is sourced mainly from local suppliers and prepared from fresh by the cook. The selection of foods are highly nutritional and thoroughly enjoyed by the children. Very good health and hygiene practices are in place across the nursery and managed efficiently by both the children and staff.

All the children have daily opportunities to be physical and benefit from having free access to the outside. Lots of resources and equipment enable children to use all their muscles, such as climbing, balancing, kicking balls accurately and to manoeuvre themselves around the various obstacles. Children proudly show off their jumping and hopping skills. Consequently, they are very active and are rapidly developing their physical skills. These experiences all contribute to developing children's understanding of healthy lifestyles.

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

Strong leadership and rigorous systems fully support children's safety and welfare. All members of staff fully understand safeguarding issues and are aware of the procedures to

follow if they have any concerns about children's well-being. Their knowledge and skills are underpinned by secure training programmes. Regular staff meetings are held where information and excellent practice are shared. The comprehensive risk assessments are reviewed regularly. All documentation regarding the nursery is meticulously maintained, with all staff taking collective responsibility to maintain and update records. This ensures the ongoing safe and efficient management of the nursery. There is a rigorous approach to the ongoing monitoring of the teaching and learning. As a result, all children continually maintain high levels of achievement relevant to their needs and abilities. The management, staff, children, parents and the local authority all actively contribute to the nursery's self-evaluation. This results in a well-focused and clear development plan that ensures the high level of quality care and learning continues in this well-established nursery.

Recruitment and selection procedures are robust. The support for staff is excellent through peer support programmes and regular appraisals and access to ongoing training. This enables all staff to consistently extend their skills and knowledge. Staff work closely with other professionals supporting children, who attend the nursery to ensure they receive consistent and targeted support to help them to achieve their full potential. The excellent partnerships formed with the parents and staff provide a positive two-way flow of information that is highly valued. This enables them to fully contribute and be actively engaged in their children's learning and progress. Parents commented on the enthusiasm of the staff and their commitment, knowledge and caring approach, which is highly commendable. They feel fully informed about their children and their progress through the daily sheets and ongoing access to their children's learning journey files. These are well received and parents thoroughly enjoy looking through them, seeing the range of activities and learning experiences their children take part in. The parent representative and the regular parents' meetings and workshops provide a wide selection of topics and the sharing of information, which are well received by them. Parents' feedback is very complimentary about all aspects of the nursery and staff as they are secure in the knowledge that their children are happy and safe.

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	EY455174
Local authority	North Yorkshire
Inspection number	892011
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	113
Name of provider	Wathcourt Nursery Limited
Date of previous inspection	not applicable
Telephone number	01653628855

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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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