

# Pomfret Woodland Community Nursery

Pomfret Children's Centre, Rookhill Road, PONTEFRACT, West Yorkshire, WF8 2DD

<b>Inspection date</b>	09/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's individual care needs are met appropriately and their personal, social and emotional development is fostered well.
- Positive partnership with parents, other agencies and professionals are established to appropriately support children's care and education.
- Children enter the nursery keen and eager to learn in the well-equipped indoor and outside learning environments.

### It is not yet good because

- Staff do not use information about children's progress well enough to precisely plan challenging experiences that are targeted at building on all children's learning.
- The quality of observations and assessments of children's learning and progress are not consistent, lack clarity and do not adequately monitor the progress they are making, particularly in relation to communication and language.
- Circle time for the younger children is too lengthy and fails to capture their interest. As a consequence, some children become bored and restless.
- Some staff do not build on children's ideas and miss opportunities to allow them to develop their speaking skills by solving problems or trying things out for themselves.

## 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 conducted a tour of the premises during the inspection.
- The inspector looked at children's records, planning records and observation documents.
- The inspector spoke with the manager, staff and children.
- The inspector spoke with parents on the day.
- The inspector carried out a joint observation of a teaching and learning activity with the nursery manager.

## Inspector

Janet Stacey

## **Full Report**

### **Information about the setting**

Pomfret Woodland Community Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Pontefract, West Yorkshire and is managed by Pomfret Woodland Community Nursery CIC. The nursery serves the local area and is accessible to all children. It operates from one large main playroom, which is divided into ages to meet the needs of the varying age range of children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am until 6pm for 50 weeks of the year apart from bank holidays and the week between Christmas and New Year. Children attend for a variety of sessions. There are currently 63 children attending, who are within 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 those with special needs and/or disabilities.

The nursery employs nine members of childcare staff. Of these, one holds Qualified Teacher Status (QTS), one holds Early Years Professional Status (EYPS) and five hold a qualification at Level 3, all in early years. The nursery receives support from the local authority.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that strategies, experiences and activities to support children's individual learning and development are incorporated effectively into the planning of activities
- ensure that all observations and assessments accurately identify what next steps are required to support children's learning and progress, particularly for children whose communication skills are causing concern.

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

- review the planning of circle time for the younger children, so that it provides exciting learning opportunities that match their attention span
- promote children's speaking skills, for example, by the use of problem solving, questioning and discussion techniques.

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

The overall quality of teaching and learning is satisfactory. Staff make regular observations of what children do. However, while some staff make precise assessments to aid children's progress, this practice is not consistently applied across the nursery. In addition, not all staff consistently use information about children's progress to plan experiences that will challenge and further extend their progress. This is particularly the case for some children whose speaking skills are below those expected for their age. Consequently, learning is not fully extended across all areas.

Children are welcomed into a relaxed and inviting environment where their personal, social and emotional development is fostered well. Staff take the time to get to know the children's likes and dislikes. As a consequence, all children, particularly those that are new to the setting feel secure and safe in their surroundings. Children, including those with special educational needs and/or disabilities and those, who speak English as an additional language, show a sense of belonging and begin to increase their confidence as they move around their environment. The outdoor area is well designed and complements the well-equipped indoor play areas. Here, children play independently and are learning how to manage their environment. They confidently assess and take risks, for example, when using the climbing frame or balancing skilfully on the various shapes and sizes of tyres situated around the play area. Most staff interact well with the children, supporting them to develop their physical skills by helping them to run and stretch when playing with

home-made kites and catching Frisbees that they throw capably to one another.

Indoors, babies are given the space to move, roll and stretch in a safe environment. The good array of sensory materials and natural play resources help to stimulate their growing curiosity. Staff caring for older children provide appropriate opportunities for children to sort, match and consider shape and size through using a range of construction toys, puzzles, games and threading. Children have sufficient opportunities to extend their learning by considering simple mathematical concepts, such as, weight, capacity, measures, through practical experiences. For example, when planting seeds in pots, a child said excitedly 'These will grow big and reach high into the sky to meet the giant'. While some staff confidently interact with children, some staff simply tend to facilitate activities. As a consequence, these staff miss opportunities to introduce new vocabulary, ideas and concepts during activities. While 'circle time' for older children is used productively to support their interest in books and music; this is not the case for younger children, who have to sit for lengthy periods of time, with little stimulation other than singing, while waiting for their lunch. Children gain an understanding of diversity through themed activities and resources, such as, books, dolls and dressing-up clothes.

Positive relationships with parents and other agencies results in a suitable two-way flow of information about their children's care and education. This includes the progress check at age two years. For example, a parent commented on how their child's key person, along with staff from the children's centre was helping them to develop their child's communication skills further at home. Parents receive daily feedback and regular written reports about their children's progress, which they can also contribute to. Useful strategies to engage parents in their children's learning are well received, such as the use of 'phonics homework' to extend and build on the learning that is taking place at the nursery. Overall, children are suitably equipped with the relevant skills that they need to be ready for school.

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

A relaxed environment helps children to settle easily and engage quickly in the activities that are available throughout the play areas. Recent staff changes have resulted in alterations to children's key persons. However, children are forming good relationships with staff and readily go to them for cuddle or seek support. Most children are well behaved and learn about sharing, taking turns and know why certain rules are in place to keep them safe. For example, they know to wait their turn on the climbing frame and take care not to bump into others when riding the bikes in the outdoor play area. However, some children become frustrated as they do not have the vocabulary they need or receive sufficient support from staff to help them to explain what they are doing or what they want to do next.

The resources available are of good quality and the rooms are clean, bright and welcoming. Children enjoy suitable opportunities to explore and express their creativity through using a variety of arts and crafts materials, sand, water and sensory experiences, such as peat trays and shredded paper trays. Children benefit from well-balanced, nutritious meals and snacks, which are freshly prepared by the local community cafe.

Older children help to set the table and all children are able, or supported, to try and feed themselves using appropriate utensils. Good table manners are promoted and children say 'thank you' as plates are removed and 'yes please' when asked if they would like second helpings. Staff provide daily opportunities for children to engage in physical activity both indoors and outside and regular opportunities for walks within the local environment. Children are well prepared for transition within the setting and settle easily. Due to the open-plan environment, children under two years are naturally familiar with the older children's room. They regularly join older children when appropriate. For example, they share in some of their activities and share hand-washing facilities with them. This aids their transition from one room to the next. There is an appropriate sharing of information with the school and this ensures that important messages are passed on to parents to keep them up to date. Good partnerships with the local children's centre and childcare specialists ensures consistency of care for children with special educational needs and/or disabilities and those, who speak English as an additional language.

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

After threat of closure, the management of the nursery recently moved from the local authority to Pomfret Woodland Community Group. The management group consists of parents, staff and members of the community. While the nursery managed to remain open during the changes, the induction of new staff and the need to develop effective policies and procedures has resulted in a lack of focus on the monitoring of the educational programmes and the quality of observation and assessment. However, the manager has a sound overview of the setting's performance and acknowledges that greater attention is required to effectively oversee the early years curriculum and monitor staffs' interaction with children on a more regular basis.

All staff have a secure understanding of safeguarding issues in relation to child protection and how to implement the policy and procedures. There are appropriate systems in place to ensure that staff are suitably vetted, qualified and inducted. All the required records, policies and procedures are in place and up to date. For example, there is a written procedure for dealing with complaints. Appropriate written risk assessments and daily checks of the environment help to secure children's safety in the playrooms and on outings.

Parents spoken to on the day report that they are happy with the setting. Parents are kept well informed about the nursery through the notice board. Children with special educational needs and/or disabilities are appropriately supported by staff, who place an emphasis on building partnerships with parents and other professionals involved with the children to meet their needs.

### **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

<b>Unique reference number</b>	EY453286
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	892438
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Pomfret Woodland Community Nursery CIC
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01977722622

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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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