

Wyvern Nursery @ Wellsprings Leisure Centre

Wellsprings Leisure Centre, Cheddon Road, TAUNTON, Somerset, TA2 7QP

Inspection date	22/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have high expectations for children and teaching is securely based on a thorough understanding of how children learn, which ensures each child makes good progress. Assessment is detailed and used effectively to move children on in their learning.
- Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.
- All staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Children are very happy, motivated, and keen to learn, demonstrating high levels of independence and curiosity. They develop strong relationships with staff and peers.

It is not yet outstanding because

- At times, during activities and discussions, staff do not fully extend children's communication and language skills, by consistently introducing new vocabulary.

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 in each of the designated playrooms and the outdoor areas.
- The inspector held discussions with the manager and staff.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector took account of the views of parents and carers.
- The inspector sampled the policies and procedures.

Inspector

Marie Thompson

Full Report

Information about the setting

Wyvern Nursery re-registered under the current management in 2012. It is one of six nurseries. The nursery operates from purpose built accommodation in the grounds of Taunton Academy in the north of Taunton, Somerset. The nursery is made up of two playrooms and an enclosed outdoor play area. The nursery is registered on the Early Years Register. It is open Monday to Friday from 8am to 6pm for 50 weeks of the year. There are currently 59 children on roll. The nursery is in receipt of funding for free nursery education for children aged three and four years.

Eleven staff work directly with children, all either have a relevant early years qualification or are working towards one. The staff team is supported by the group manager of the six nurseries. This nursery follows the High/Scope approach to children's learning.

What the setting needs to do to improve further

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

- develop further opportunities for enhancing children's communication and language skills, by introducing new words during the full range of play and activities.

Inspection judgements

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

All staff have a clear understanding of how young children learn and use their knowledge to help them make good progress in their learning and development. Staff follow the High/Scope approach to learning and development in conjunction with the Early Years Foundation Stage curriculum. Children are encouraged to be facilitators and active learners. They choose materials, express their thoughts and ideas and interact well with staff and peers in the activities they initiate. This approach encourages children to show interest and seek challenges. Consequently, the 'plan, do, and review' approach promotes children's independence, problem solving and decision making, leading to positive attitudes to learning. Staff value the children's actions and ideas, thereby supporting and encouraging children's positive self-esteem.

Staff introduce children to basic technology as they use resources such as the computer, calculators and programmable toys. Children independently use the 'story phones' to listen to their favourite stories and songs. They use their imagination well, as they dress up using the range of clothes available, and explore the home corner with friends. Children develop very good creative skills and enjoy exploring many textures during "messy play"

including finger painting, foam play, play dough, gloop, jelly play, sawdust, and water play. This promotes children's enjoyment of sensory play. Children are involved in growing their own vegetables and as such learn about what they need to do to aid this process. They thoroughly enjoy planting, watering, measuring and monitoring the growth of the plants. This helps children learn about food and how it grows and to explore the natural world. They regularly take part in cooking activities and very much enjoy making shortbread and cakes. This is not only an excellent acceleration of their mathematical development but also equips them with transferable skills for the future. Children enjoy 'Different Days' which include the farm visiting the nursery and children able to look at, touch and learn about the different animals. Children are able to share experiences they have at home when they take turns to take home Holiday Bear, a cuddly teddy bear. Holiday Bear has a diary that children and parents contribute to with photographs and information about what children have been doing while away from the nursery. This helps staff get to know children's family life and allows children to celebrate their unique family experiences, which effectively promotes children's care and learning needs. Overall, Children's communication and language skills are supported throughout the nursery in a range of way. For example, a cosy book corner encourages the children to read. Staff skilfully extend children's thinking and recall. However, occasionally during activities and discussions, staff do not increase children's communication and language skills by introducing new words in their conversations.

During small group time children meet with their key worker and enjoy a range of activities such as constructing their own designs using magnetic blocks, and music and movement. Children in the toddler room rise to the challenge of completing puzzles, sorting and matching pieces according to colour with support, and express their delight once achieved. During the large group activities staff set the session in motion based on a plan they make relating to the children's current interests. This includes music and movement key experiences, story re-enactments, group discussions and cooperative play projects or events that are currently meaningful to the children. Children come together at the end of the morning and use puppets to recall what they have done and enjoyed throughout the session. Staff record this information on a report card to share with the parents. Throughout the time a child is at the nursery staff gather evidence in the form of drawings, pictures and photographs. Observations and assessments clearly identify children's progress in their learning, and a spider chart depicts children's next steps. This is then displayed in a personalised folder and demonstrates each child's unique and successful learning journey.

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

A well-resourced and welcoming environment both indoors and outside, promotes children's learning and development. All the children are purposefully engaged in activities throughout the whole of the session. Staff organise the environment and equipment, which allows the children to take responsibility for their learning. All children and their parents receive a very warm welcome into the nursery. Children are happy and settled within the nursery and separate well from parents or carers. This is because the children have secure bonds with the staff. They have a clear sense of belonging and identify their

own name as they enter. Children's behaviour shows that they feel secure in the nursery and in their relationships with all the staff. They are developing the ability to make friendships, take turns and settle disputes. This is because staff are good role models, who show respect for them and each other. Consequently, children are well prepared for the next stage in their learning as the staff make sure that they are well supported in their learning. Staff are warm and affectionate with the children. Babies are cuddled, encouraged and nurtured by sensitive staff and this helps them to progress in their learning and play. Staff are attentive and play with the babies on the floor, responding to their communication and interests. For example, when babies bring a book to the staff, they snuggle up on the cushions and enjoy listening to the story. Staff encourage the babies to look at the pictures, and talk to them about what they can see. They invite children to come and have their nappy changed, talking with them and being gentle and encouraging. Consequently, children are relaxed and at ease in their care.

Children enjoy a delicious range of meals prepared by external caterers and the children thoroughly enjoy the range of foods. Children are provided with regular drinks throughout the day using picture cards at times to make their needs known. Mealtimes are social events when staff and children sit together. This gives good opportunities to promote language and communication skills. Staff skilfully use this time to talk about being healthy. For example, they talk about how the food they are eating helps them to grow strong. This is further supported by daily access to outdoors where the children develop their physical skills through a range of resources, such as hula hoops, bats and balls. Toddlers develop their hand-to-eye coordination as they throw the ball to the staff. Indoors, children join in with vigorous action songs, and musical movement. They use the leisure centre hall and enjoy running games, such as 'What's the time Mr Wolf?' Children's understanding of their local community and learning about their world are well supported through trips out to the parks and around the local area.

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

All staff have a very good understanding of the welfare and learning and development requirements and implement them well. They demonstrate a comprehensive knowledge of safeguarding and child protection, and attend training regularly. They fully implement policies and procedures to ensure children's safety and are always extremely vigilant. Staff discuss and routinely amend the nursery's policies. Suitable procedures for self-evaluation are well established and staff are positively committed to the continuous improvement of the nursery to promote better outcomes for children. The views of all parents and children are included in this process. Children's questionnaires illustrate what they enjoy at the nursery. These include 'nursery makes my tummy happy' and 'painting with the big red brush'. Children's wish list includes 'a swimming pool' and 'a big dinosaur book'. There are robust recruitment and vetting procedures in place so that all adults who have contact with the children are suitable to do so. Risk assessments are very thorough and carried out regularly to reduce the risk of accidents. Through much practise, children have developed a very good understanding of safety issues and minimising hazards. For example, they remind staff that the floor needs to be swept after lunch and help to do this

using the dust pan and wipe the table when a drink is spilt.

The room is divided into different areas of learning and children make choices about what they play with, as toys and resources are easily accessible. They are in good condition and provide a wide range of learning experiences. Staff sensitively respond to children's individual requirements and developmental needs. Visual timelines and pictorial visual aids ensure that all children are able to follow the daily routines in the nursery in different ways. Toys, dressing-up clothes and books represent the diversity within today's society and help children learn about differences of culture and disability. This effectively supports inclusion of all children.

The leadership and management team sets high aspirations for quality. They accurately identify priorities for the future and provide consistent support to the staffing team. For example, managers work alongside staff to promote good practice throughout activities and children's care. The staff team is a key strength in the nursery. Staff participate in various training opportunities and they have used the knowledge and experience gained to good effect. This has a positive impact on outcomes for children. Children are making good progress as staff take time to know them and their needs, ensuring that they work closely with parents, carers and other professionals connected to the children. Parents and carers are welcomed warmly into the nursery at the beginning and end of each session. During this time they engage in conversations with staff about their children, asking questions and receiving information about their child's day. Children's learning at home is enhanced by the provision of a 'share the book' scheme. Informative notice boards and newsletters keep parents informed of events at the nursery and invite their continual involvement. For example, they are invited to Saturday play days, Christmas craft day, and on nursery outings. Parents express great satisfaction with the service they receive. They say they have very positive relationships with staff, who they feel enable their children to make good progress, and that their children really enjoy coming to the nursery. Effective partnerships with external settings, such as the sister nurseries and local schools, enhances the support for children's welfare and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY456117
Local authority	Somerset
Inspection number	891020
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	59
Name of provider	Wyvern Nursery Limited
Date of previous inspection	not applicable
Telephone number	01823 289997

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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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