

# Wyvern Nursery @ Bishops Hull Primary School

Bishops Hull Community Primary School, Bishops Hull Hill, Bishops Hull, TAUNTON, Somerset, TA1 5EB

<b>Inspection date</b>	03/06/2013
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		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

- The key person system is effective. In particular, staff have developed positive and caring relationships with the children and consequently, children are happy and settled.
- Children benefit greatly from a well thought out and enticing range of experiences, which enable children to make the best progress possible.
- Staff are excellent role models, especially when supporting children to develop good understanding of hygiene and safety practices.
- There is a strong focus on developing children's independence in readiness for their next stage of learning.

### It is not yet outstanding because

- Staff do not yet fully involve all parents in contributing achievements from home to influence future planning.
- Children have few opportunities to grow their own fruit and vegetables so that they learn about eating healthily.

## 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 children playing in their rooms, during care practices and while they played outside.
  - The inspector carried out a joint observation with the owner and the deputy in each room.
  - The inspector had opportunities to speak to the director, staff, parents and children at convenient times.
  - The inspector sampled a range of documentation including the self-evaluation form and children's learning diaries.
- The inspector gave ongoing feedback throughout the inspection and formal
- feedback at the end of the inspection to the director and the two deputies/room leaders.

## Inspector

Rachael Williams

## Full Report

### Information about the setting

Wyvern Nursery @ Bishops Hull Primary School registered in 2012 as a limited company. The nursery originally opened in 1989 and is managed by the current director. The nursery is one of six belonging to Wyvern Nursery Limited. It is situated in a temporary building on the school site in Bishops Hull near Taunton, Somerset. The nursery provides care for children aged from 4 months to the end of the early years age range. They are accommodated in two rooms according to their age and have access to an enclosed outdoor area.

The nursery is registered on the Early Years Register. There are currently 63 children on roll. The nursery is in receipt of funding for early education for children aged two, three and four. It has experience of supporting children learning English as an additional language and for those who have special educational needs and/or disabilities. The nursery opens from 8am until 6pm on week days for 49 weeks a year closing for bank holidays, a week at Easter and a week at Christmas. The director employs 11 staff to work directly with the children; all of whom have level 2 or above early years qualifications except one who is working towards a level 3 qualification in early years. The nursery follows the High/scope principles of learning.

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

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

- improve arrangements to involve all parents in sharing information of their child's home achievements.
  
- develop further children's understanding of healthy eating and to discover where food comes from, for example by growing fruit and vegetables for children to care for, harvest and taste.

### Inspection judgements

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

Children benefit greatly from a warm and welcoming environment. Staff carefully consider the organisation of the rooms and provide children with an exciting range of experiences, which meet their individual needs and styles of learning. From the onset the key person system is effective as staff research children's starting points thoroughly with parents. This enables staff to provide opportunities that interest the children so that they

make good progress in all areas of learning. Staff provide a finely tuned programme of adult-led activities, such as specific challenges led by the key person, and opportunities for children to develop their own learning. For example, a key group activity encourages babies and toddlers to learn about similarities between themselves and their friends. Staff support them to look at their reflections in the animal mirrors. They name parts of the face encouraging children to point to them therefore, introducing new words for them to repeat.

Staff use group activities productively to enable babies and toddlers to feel safe and develop secure attachments with key staff. For example, babies and toddlers thoroughly enjoy listening to the 'hello song', which helps children to affirm their identity and learn the names of their friends. Staff use sign language consistently to support children's developing communication skills. They praise children when they sign for themselves as children begin to understand that the word links with the action. Staff use props well to focus children's attention. For example, children rock their doll in time to the rhyme, 'Miss Polly had a dolly'. Staff support older children extremely well helping them to improve their communication skills in readiness for school. For example, as children stretch, roll and cut the play dough they identify the shapes made and staff introduce them to mathematical ideas, such as how to make half. Staff are good at encouraging children to talk through what they are doing to consolidate their learning.

Children are consistently involved in planning their own learning through the 'plan do review' methodology of High/scope principles. Children are beginning to evaluate the success of their achievements. Staff make detailed observations of children's engagement in activities and accurately assess their progress to clearly identify learning priorities. This includes an effective system to carry out the two-year-old progress check. Generally, there are appropriate systems in place to engage parents in children's learning and they receive good information regarding their children's achievements. However, not all parents are encouraged to share the achievements their children make at home to aid staff in their planning of challenging activities. Staff keep parents well informed about the Early Years Foundation Stage for example, through parent evenings where they 'showcase' how children learn to solve problems.

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

Play spaces are well organised in particular to encourage children's independent skills. In the pre-school room low-level storage and clear labelling encourages children to choose for themselves. Even the youngest children are confident to explore their environment and make choices about their learning by selecting toys of interest. For example, in the baby room non-walkers are able to pull themselves up on strategically placed furniture to choose from a wide selection of toys and resources; with a particular favourite being the star shaped construction pieces. Staff have carefully considered children's well-being in the baby room. For example they remove outdoor shoes or wear shoe covers in order to maintain hygiene.

Effective use is made of the key person system to support children's care, learning and

development thoroughly. For example, there are good systems in place to enable a smooth move between rooms as the staff share valuable information and provide numerous opportunities for children to visit their next room so that they are happy and settled. The key person uses group times well to encourage turn taking in readiness for school through games like 'What's the time Mr Wolf' supporting children to manage their behaviour appropriately.

Children become increasingly aware of routines as staff use stimuli to focus children's attention, such as musical instruments. Staff are very good at giving children a clear commentary of what they are doing so that children become aware of expectations. For example, when it is time to tidy up, baby room staff clearly explain to the children why they are putting the puppets away as it is time to wash their hands for snack. The organisation of mealtimes is effective in supporting children's development. Staff provide children with opportunities to sit together. Older children are confident to prepare the fruits for snack independently. They show an awareness of keeping themselves safe as they use knives competently. Children relish the responsibility of the job they are given and develop good self-esteem. Children are quick to identify the missing 'yellow cloth'. They wait patiently at the kitchen door for a member of staff to pass it to them knowing that they cannot enter because of the hot drinks. Children use the 'yellow cloth' to clean the table before eating and to wipe up spillages carefully.

Staff are very good role models and, by offering children clear explanations as to why they are doing things. Children learn good hygienic practices, which staff consistently apply in all areas of the nursery. Staff and children wash their hands before eating or serving snacks or meals and children explain how they are getting rid of the germs. Staff show each child respect as they ask them what they would like to eat and drink at snack time. Children make healthy choices and sign what they would prefer. Older children serve themselves at lunchtime and develop good self-help skills. They enjoy healthy and nutritious meals, such as pasta bolognese, peas and salad, which meet their current dietary requirements and their stage of development, provided by an outside catering firm. Overall, children develop good understanding of eating healthily. However, there are limited opportunities for children to learn about growing fruit and vegetables so that they can discover where they come from.

There are regular opportunities for children to be outside and active. Children become aware of dangers and sensibly play in the shade when it is too hot. Staff ensure children are aware of the importance of wearing sun cream and sun hats to further their understanding. Children thoroughly enjoy pushing their friends along in the play trolley negotiating space well to avoid collisions. Children have many opportunities to move in different ways, such as climbing the steps to the slide and crawling through tunnels. Staff supervise children well. They deploy themselves appropriately to support children's development and safety. Improvements have been made to enable staff to check children in and out of the outdoor area so that none are left behind unsupervised.

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

The director and the staff team have a good understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a strong focus on providing children with a safe and secure environment, which is thoroughly risk assessed. There is a buzzer and intercom system to enable staff to monitor who is visiting the setting to protect children. All staff have good knowledge of their responsibilities to report any concerns about a child through attending regular child protection training. There are strong links with key agencies to safeguard children. There are robust systems in place to ensure suitable staff work directly with the children through effective recruitment and induction arrangements. The management team has a high regard for staff development and provide knowledgeable support to improve outcomes for children. There is an ongoing system of observation, supervisions and staff meetings to share good practice and to provide advice and guidance for further development. Staff are proactive in attending relevant cluster meetings and courses to promote their professional development.

Staff develop positive partnerships with other early years settings so that information is regularly shared to maintain continuity in children's learning and development. When children attend the nursery who have special educational needs there is a strong focus on developing consistent and effective partnerships with other professionals. This enables staff to obtain appropriate support.

The management team has developed effective monitoring systems to evaluate the quality of all aspects of the provision. This includes the educational programme, planning and assessment arrangements, to make sure that children enjoy the best possible care, learning and development from dedicated staff. The system for self-evaluation is generally effective in identifying areas for improvement to enhance the provision to the benefits of the children attending. Staff are keen to involve children in this process and consider their views through the use of a book, which details what they most enjoy at nursery, so that staff can put it into practice. Staff consider the views of parents both verbally and in writing, such as through a bi-annual questionnaire. Staff act promptly to address any ideas, such as providing parents with a 'what have I done today' sheet to keep them well-informed of their child's routines and the activities they engage in. Parents make positive comments about the nursery. In particular, they feel that staff prepare children very well for school.

## 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>	EY456116
<b>Local authority</b>	Somerset
<b>Inspection number</b>	891019
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Wyvern Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01823327429

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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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