

# Wyvern Nursery @ The Levels Childrens Centre

The Levels Childrens Centre, Eastover, LANGPORT, Somerset, TA10 9RY

<b>Inspection date</b>	05/06/2013
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	2
The contribution of the early years provision to the well-being of children	Not Applicable	1
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 are highly effective in promoting an inclusive provision that welcomes all children and families.
- The strong leadership and management team encourages staff development and teamwork very well.
- Staff recognise and adapt their practice to meet the needs of each child and their family.
- Staff provide a very clear, consistent approach to managing children's behaviour to help children develop positive self-control.
- Staff plan a good variety of stimulating, meaningful play activities, based on children's interests.

### It is not yet outstanding because

- Children are given insufficient opportunities to recognise and start writing their names, for example, by using name cards in day-to-day activities.
- The views of children are not always included in the process of self-evaluation.

## 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 observed activities indoors and outdoors and talked with children during their play.
- The inspector had discussions with the management and staff.
- The inspector undertook a joint observation with the manager, of staff and children in an activity.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector sampled documentation, such as the operational policies, the nursery's self-evaluation record and children's learning journals.

## Inspector

Mary Daniel

## Full Report

### Information about the setting

Wyvern Nursery @ the Levels Children's Centre re-registered as a limited company in 2012 and is one of six privately owned nurseries. The nursery operates from purpose built rooms within The Levels Children Centre situated in Langport, Somerset. Children have use of two main play rooms and adjoining bathroom facilities. There is an enclosed outdoor play area at the back of the premises.

The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 69 children on roll, all of whom are in the early years age group. There are 10 members of staff employed, of these, one who holds Early Years Professional status and the majority of other staff hold a level 3 early years qualification. The nursery also has a bank of relief staff, of whom two hold Qualified Teacher status. The nursery supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is funded to provide free early education for two, three and four-year-old children.

### 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 children to recognise and write their names, to fully support their early reading and writing skills
  
- strengthen the self-evaluation systems to fully include children's views.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They get to know children's abilities very well through frequent observations of their play. This helps staff form individual plans for their key children, which are clearly focussed on each child's next steps of learning. These plans are shared with children's parents and staff encourage parents to contribute their observations of their child's achievements at home. This effectively promotes a consistent approach to children's learning. In addition, staff spend time with parents, when children start, to find out about the children's needs, abilities and interests. Therefore, staff plan meaningful activities, which build on children's existing skills and

interests. Children are very well supported in making good progress in their learning.

Children are happy and motivated to learn. For instance, staff provide an exciting water play activity in the garden to support children's interest in pouring and filling. Children carefully fill their watering cans and excitedly pour water down the pieces of guttering that are balanced on frames. Staff encourage children to explore the activity further as they use open-ended questioning well to help children think. For example, they ask if a ball will go down the guttering more quickly than the water and children are eager to find out. This approach effectively encourages children to start thinking critically. Consequently, they begin to acquire the necessary skills to learn successfully in the future.

Staff provide a variety of mark making tools for children to use, for example, in the role play post office or for a painting activity. This encourages children to develop their early writing skills. Children see printed labels, symbols and signs around the play areas. As a result, their understanding of print having meaning is promoted well overall. However, staff do not take all opportunities to encourage children's literacy skills, for example, by providing name cards for children to use to reserve the next space at the snack table.

Staff encourage children's number skills well. Children enjoy singing number songs and willingly count how many currant buns are left in their shop. They start to use numbers of personal significance, for instance, as they say 'I'm three and I'm nearly four' and hold up the corresponding number of fingers. As a result, children begin to develop a sound understanding of early mathematical concepts. Children have fun playing a matching game together. They slot the red and yellow counters into the frame and make colourful patterns. They practice threading beads onto a long string. These games actively encourage children's awareness of shape, size and space and develop their hand-eye coordination skills. Staff support children's social skills well during these activities. For example, they encourage children to share the beads and take turns with their friends when using the counters.

Children show an active interest in finding out about the small creatures they find in the garden. For instance, they examine the colourful posters of minibeasts displayed in the outdoor play area. Staff ask children how many legs a spider has or if a worm has wings. Children like to dig and they plant strawberries and sweet peas. They understand that plants need water and light to grow. Children have good opportunities to find out about their natural environment.

There are clear systems in place for completing the progress check for two-year-old children. Staff liaise with parents to form a summary of each child's achievements. They discuss any areas where children may need further support and together plan children's next steps. This effectively supports the monitoring of children's development from an early age. Staff use a tracker system to identify children's achievements across each area of learning. As a result, children's learning is continually reviewed and any needs are promptly identified and addressed. Staff form positive relationships with other settings children attend. They meet to share ideas on childcare issues and share information on children's development. This actively promotes a cohesive approach to children's learning.

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

Children develop strong bonds and warm relationships with the friendly, caring staff. Robust key worker systems are in place and staff understand their key children's specific needs exceptionally well. Staff continually liaise with parents and other agencies involved in children's care. Each child is consistently greeted on arrival by a familiar member of staff, who recognises their individual routines, because of the effective buddy key worker system that is in place. Each child receives consistently high levels of support, which helps them feel safe and secure. As a result, children settle easily and quickly gain the confidence they need to explore independently. This effectively promotes their learning through their play.

Each child, and their family, is clearly welcomed and valued. Staff are highly committed to enabling each child to reach their full potential. For example, staff naturally use signing with all children and this is used exceptionally well at register time. Staff skilfully sing and sign along to the nursery 'hello' song as they greet each child in the group. Children watch and listen attentively for their turn and make excellent attempts at signing and singing along in response. This actively promotes children's listening, understanding and speaking skills. Staff learn key words of children's home language and use visual aids to help children express their independent choices. Therefore, every child's participation in activities is encouraged extremely well. Staff implement highly effective procedures to promote a fully inclusive provision.

Children's physical well-being is fostered very well. For example, children use the exciting and well-considered outside play area whenever they wish. Staff enthusiastically join children for an energetic game of hide and seek. Children squeal in great delight as they run through the 'Willow tree area' trying to find their hiding place. Staff are proactive in supporting children to take 'safe risks' in their play. For instance, children know they need to walk carefully along the low edge of the large, wooden sandpit outside. This helps children develop very good balance as they learn to move in different ways. Staff encourage children to put their hand over their mouth when they cough or sneeze. Children understand the need to wash their hands to get rid of any germs, and do so readily. Consequently, children develop a positive awareness of appropriate hygiene practices and they learn how to prevent germs spreading. Staff provide children with high quality furniture and equipment to promote their well-being. For example, babies and toddlers feel safe as they are strapped securely in sturdy, low, wooden chairs at meal times. This means they can join their older friends and follow their lead in developing positive social skills. This means all children are included exceptionally well. Children's independence is well supported. They pour their own drinks and make excellent attempts to independently chop their fruit at snack time, using a safety knife. Staff make the very best use of opportunities for children to develop their independence and develop a positive awareness of healthy eating.

Children are cared for in a welcoming, exceptionally well-organised environment. For instance, staff have arranged a great variety of materials, textures and colours at appropriate levels in the 'Babies nest' room. Therefore, babies are interested and encouraged to be mobile in this highly motivating and exciting area. Staff continually

reflect on the success of the play areas to ensure they meet children's needs and interests. Children have easy access to toys and resources and they are actively encouraged to develop their ideas. For instance, they use hole punches, magazines, keyboards and weighing scales in the role play 'post office'. As a result, staff support children to develop their imagination and their understanding of simple technology extremely well. Staff consistently use effective praise to significantly boost children's self-esteem. Staff sensitively reinforce the nursery's 'Golden rules'. They gently remind the children to use their 'walking feet' indoors and to be kind to others. Children naturally ask a friend if they would like a drink and willingly pass them a cup. Staff actively encourage children to negotiate with their friends to solve problems. For example, children work cooperatively as they help each other carry a heavy box of toys at tidy up time. As a result, children develop their early friendships and respect for others. Children develop excellent skills that will support a smooth move to the next stage in their learning and to school.

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

Staff have a good understanding of the safeguarding and welfare requirements. They all attend safeguarding training and have a clear awareness of their roles and responsibilities for managing any concerns. They liaise very well with other agencies involved in children's care to provide a consistent approach to working with each family. As a result, children's welfare is effectively promoted. Clear operational policies and procedures are in place and shared with parents. Staff understand and effectively implement the well-organised record keeping systems that are in place to help monitor children's well-being. For example, parents are kept informed of any accidents and asked to sign the clearly detailed records. This helps to effectively promote consistency in children's care.

Management have a sound awareness of how to recruit and support suitable staff. For example, the manager has introduced ongoing supervision and appraisal systems and completes practitioner observations. This helps to identify areas of staff expertise and plan further training opportunities for them to develop their practice. Staff have a positive approach to continually developing the provision for the benefit of the children. For example, they continually review the layout of the play areas to make sure they meet the children's current needs. This encourages children to learn independently. Staff reflect on their practice and use evaluation well to actively support continual improvements. However, children's views are not fully explored to support the process of evaluation and ensure any changes have the best impact. Staff demonstrate a suitable understanding of keeping children safe from harm. Children are well supervised and risks are identified, assessed and addressed. For example, the outdoor play area is fully enclosed and secured with an electronic gate system. Fire drills are practised so that staff and children are clear about the procedures to follow in an emergency. This helps to promote children's safety well. Parents say they are kept well informed about the provision offered to their child. They say staff are very approachable and support them well in settling their child. Staff form positive partnerships with parents to promote continuity in meeting children's care

and learning 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>	EY456119
<b>Local authority</b>	Somerset
<b>Inspection number</b>	891022
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Wyvern Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01458 250003

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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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