

Wyvern Nursery @ The Hollies Children Centre

Hollies Children Centre, South Street, TAUNTON, Somerset, TA1 3AG

Inspection date	11/06/2013
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

- Children are forming close and trusting relationships with staff; consequently they feel safe and secure.
- Children benefit from extensive outdoor play areas in which they play with an excellent range of activities for all aspects of development.
- Staff respond with sensitivity to children's ideas, interests and choices to help bring their learning to life.
- Management and staff are all motivated and driven to maintaining continuous development; consequently children benefit from the many improvements made.

It is not yet outstanding because

- Children become distracted on occasions during some small group activities, and as a result, some children lose concentration.
- Not all children learn to handle books carefully to further strengthen their literacy skills.

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 and the quality of teaching in the playrooms and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation.
- The inspector conducted a joint observation with the principal.
- The inspector held a meeting with the registered person and principal to assess suitability and qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage requirements.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Full Report

Information about the setting

Wyvern Nursery @ The Hollies Children Centre re-registered under the current management in 2012. It is one of six nurseries managed by Wyvern Nurseries Ltd. It operates from an open plan room within The Hollies Children's Centre in Taunton, Somerset. There is a garden available for outdoor play.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 104 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who learn English as an additional language, and children with special educational needs and/or disabilities. The nursery is open five days a week from 8am to 6pm for 50 weeks of the year.

There are 12 staff members employed to work directly with the children, of these nine staff hold relevant early years qualifications. The nursery follows the HighScope educational philosophy.

What the setting needs to do to improve further

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

- improve the organisation of small group sessions to help all children concentrate better on their learning

- support children better in learning to handle books more carefully to further strengthen their literacy skills.

Inspection judgements

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

Staff have a good understanding of how children learn and successfully monitor and promote children's development in partnership with parents from the start. Staff plan children's progress individually each week, and use their observations to identify children's next steps of learning. In addition, staff check children's progress at age two, and share this information with parents. Staff follow the HighScope approach to learning to support children in constructing and leading their own play and exploration. Children choose their activities and later reflect on and review their experiences with staff. Consequently, children remain active and interested in their play and learning. However, on occasions

some children become distracted during small group activities, and as a result, lose concentration. Staff interact with interest and enthusiasm in children's play. They support and encourage children to help them succeed. They ask questions and provide challenges to help children think, problem solve and share their knowledge. Staff respond well to children's spontaneous ideas to bring their learning to life. As a result, children are motivated learners and are making good progress in relation to their starting points.

Children are developing good self-confidence and independence. They serve themselves at meals and snack times, help to tidy up and make their own choices freely. Children's communication and language skills are developing well. Infants shout out, chuckle, wave and clap to staff, and are warmly encouraged in their communications. As children's language develops, they are encouraged to review their experiences and share their thoughts at 'recall' time. Staff ask open ended questions about what children have done and how they did it to promote their communications further. All children also use sign language and picture cards as part of their day-to-day communications. This sensitively enables children who communicate non-verbally to be included. Children are developing positive attitudes and friendships. They proudly announce 'we are best friends', cuddle and help one another with sensitivity. All these experiences provide each child with a good range of skills to prepare them for their next stage of learning and school readiness.

Children benefit from an extensive outdoor play area, which provides them with a wealth of activities to promote all areas of development. For example, children create, play with water, join in imaginative and team games, run freely and use the many physical play resources. Consequently, children are making excellent progress in their physical development, and more active children are learning within their preferred environment. Younger children enjoy a segregated outdoor play area in which both mobile and non-mobile children can play and explore within the fresh air.

Children are developing a good understanding of the world. For example, they plant and harvest herbs, fruits and vegetables in their gardens. They help the chef snip herbs for lunch and help tip cuttings into the compost bins, to later feed the soil. Children also learn about one another's languages, which staff reflect within the nursery, and explore different cultures and beliefs from around the world. Children problem solve in many activities to promote their understanding of safety, mathematics and to complete every day tasks successfully. As a result, they learn to assess potential safety hazards, such as what will happen if they carry scissors unsafely.

Infants explore many different objects and experiment with coloured paint, sand and water to use their senses and creativity. Children create using different media and materials in focused activities and freely within the indoor and outdoor play areas. They extend their ideas and imaginations further by choosing additional resources from the 'make and do' trolley. Staff get actively involved in children's imaginative play to promote their ideas and bring them to life. For example, the outdoor climbing apparatus represents a pirate ship on which they avoid sharks in the water surrounding them. They then attempt to swim off to safety before dragons appear, forcing them to return to the ship and find treasure. Children enjoy exploring books with staff to promote their early literacy skills. Younger children touch the sensory books, lift the flaps to find out what is hidden and point to the pictures. Older children join in familiar stories and enjoy reading books

spontaneously. However, some books in the main playroom are damaged and not all children handle books carefully to further strengthen their early reading skills.

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

Staff work closely with parents from the start to ensure they meet children's needs and care routines consistently and well. Settling in visits and consistent staff teams help children to become familiar with their key person and others caring for them. In addition, handover times each day allow staff and parents to exchange valuable information about each child's well-being and activities. As a result, children are happy, settled and develop warm and trusting relationships with the staff. Staff have established successful links with the external professionals involved in children's care. Consequently, staff support children effectively during the move from their home into the nursery and other settings. This contributes to their personal, social and emotional development well.

Children are motivated to learn. This is because of the calm and nurturing environment in the baby room, which helps younger children feel safe and re-assured and able to explore freely. Older children benefit from an active and vibrant environment in which they play with a good range of interesting activities. Staff promote positive attitudes and manage children's behaviour successfully. They implement a 'problem solving' behaviour management system in which children learn about the consequences of their actions and the feelings of others. Staff are good role models who provide consistent messages appropriate to children's developmental stage. As a result, children behave well and are learning to keep safe.

Staff promote children's healthy lifestyles effectively. Children benefit from lots of free access to outdoor play to promote their physical development well. Staff dress younger children in waterproof overalls to allow them to play outside comfortably and unhindered. Children enjoy healthy and nutritious meals and snacks, freshly prepared by the chef daily, which they sit to eat together. Children sleep according to their routines within the peaceful baby room. This all helps to ensure they are well-rested and nourished throughout the day.

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

Management and staff all have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They have a good knowledge of the correct procedures to follow if they have a concern about the welfare of a child. In addition, up-to-date policies and procedures, risk assessments, checklists and well-organised records help to maintain good standards of health and safety. Management follows robust vetting procedures to help ensure staff are suitable to work with children. Effective staff supervision sessions every four to six weeks successfully monitor the impact of the staff team's practice on children's care and development.

Management and staff demonstrate a commitment and drive to maintain continuous improvement in the quality of care and learning for children. This includes continuous evaluation of each child's progress, evaluation of planned activities and discussion at staff meetings. In addition, staff obtain the views of parents and children to complete and review the self-evaluation form. Consequently, children directly benefit from continuous improvements to their care and development. For example, children now take a more active role in their learning due to the implementation of the HighScope learning approach.

Partnerships with parents are good. Parents are provided with clear information, including how staff implement the Early Years Foundation Stage to promote their child's learning. Staff keep parents informed well through displays, daily feedback sheets and newsletters. In addition, the implementation of the daily 'handover' provides dedicated time for staff and parents to exchange information about each child. Parental involvement and views are valued to help keep parents involved in their child's care and development. Parents state 'the staff know (the children) very well', and their children 'feel safe and settled'. They state their children 'have made friends' and 'are developing well'. Staff work together successfully with the other early years settings some children also attend to help ensure continuity of care and education.

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

Unique reference number	EY456118
Local authority	Somerset
Inspection number	891021
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	104
Name of provider	Wyvern Nursery Limited
Date of previous inspection	not applicable
Telephone number	01823330554

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

