

Whipperley Nursery & Children's Centre

c/o Whipperley Infant School, Whipperley Ring, LUTON, LU1 5QY

Inspection date	07/05/2013
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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The garden provides a vibrant outdoor learning environment which makes children eager to explore and investigate the wealth of opportunities on offer.
- Children receive high quality support while they play because staff members are very effectively deployed and skilled at stimulating children's interests and extending their thinking and learning.
- There is a strong emphasis on supporting children's communication and language. The nursery is proactive in using a range of initiatives and techniques to ensure all children are given the best start.
- Highly positive relationships are formed with children and their parents and carers. Home visits help key persons to get to know families and build trusting relationships before children start attending, which eases the settling-in process.
- Children are extremely independent, confident and self-assured by the time they move on to school.
- Highly effective leadership and strong team work are evident throughout the nursery. All staff have high expectations and strive for continuous improvement.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the main rooms and in the outdoor play areas.
- The inspector carried out a joint observation with the deputy manager of an adult-led activity in the pre-school.
- The inspector spoke to the management team, staff and children throughout the inspection.
- The inspector examined children's learning records, some planning documents and checked a range of policies and records relating to staff suitability.
- The inspector spoke to a small number of parents on the day.

Inspector

Hilary Preece

Full Report

Information about the setting

Whipperley Nursery & Children's Centre re-opened in 2012 under a new management committee, having originally opened in 2004. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Whipperley Infant School, Luton, and is managed by a voluntary committee of parents. The nursery serves the local area and is accessible to all children. It operates from purpose-built premises and there is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and the manager and deputy manager hold management and leadership qualifications at level 5.

The nursery opens on Monday to Friday, between the hours of 8am and 6pm, for 48 weeks of the year. Children attend for a variety of sessions which include a breakfast club, after school club, extended care and a holiday club. There are currently 158 children attending who are in 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 children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to strengthen partnerships with all schools that children attend in order to further enhance children's smooth transitions.

Inspection judgements

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

The nursery team use a highly effective system for observing, assessing and planning for the individual needs of all children. They provide a stimulating learning environment and plan a challenging educational programme based on what children enjoy and on their achievements so far. The consistently very good use of this system means that each key person has an exceptionally well-developed knowledge of their children and how to extend their learning. This means children's next steps in learning are clearly identified and planned for, and any additional support or intervention is made in a timely fashion. Children, therefore, make excellent progress based on their initial starting points. The nursery continually strives to engage parents in supporting their children's learning at

home. Information about children's progress and what parents can do to help their children is frequently shared and parents are encouraged to borrow books and activity sacks that are specifically relevant to their children's interests.

All children are helped to become confident communicators because staff are very focussed on developing children's early language and providing precise support for those with additional needs. The nursery has previously taken part in the 'Every Child a Talker' project which equipped the staff with skills and ideas to encourage children's listening and speaking, such as the regular use of puppets and props. Sign language is also widely used and visual picture boards enable those with special educational needs to communicate effectively. This inclusive ethos extends to those that speak English as an additional language. There are numerous displays of words in children's home languages and books and musical CDs enable children to hear their home language in the setting. This is essential for them to also be able to master the English language.

Staff skilfully engage with and support children's learning and development through free play. Staff are very effectively deployed in different areas of the garden to build on children's natural curiosity to explore the wide variety of activities and opportunities for learning. For example, a member of staff sits on the grass with a group of children so that they can closely examine some snails they have been keeping and observe a caterpillar chrysalis in a netted bag. There is much discussion about how big the snails will have to grow to fill their shells, with children using their arms to demonstrate the size they think. Children then react with wonder when they see the butterfly emerge from the chrysalis for the first time, saying, 'wow, it's amazing!' Other staff sit with children at the water and sand trays, or in the role play area, to gently facilitate children's thinking, understanding and imaginative ideas. Staff use opportunities to talk about size and shape of sandcastles that children make and model new vocabulary to children as they describe a sandcastle as 'leaning' and ask what shape container they will use next. This helps children to actively learn as they concentrate on a task and achieve what they set out to do. At other times, children cooperatively take part in adult-led activities and are eager to listen, share their ideas and follow instructions. All children show sustained high levels of motivation and engagement throughout their play, which means they are fully prepared for their future learning in school.

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

Arrangements for settling children into the nursery and managing transitions are managed exceptionally well. Every child receives a home visit from their key person and the room supervisor before they start. This allows children to begin the process of building emotional attachments with their new carers within the security of their own homes. It also provides opportunities for staff to gather accurate information from parents about their children. Consequently, children make extremely positive relationships and display genuine affection for their carers. This in turn gives children the confidence and self-assurance to explore their new environment with relish. For example, babies happily crawl around the garden, stopping to smile at their carers and observe what other children are doing. Children's transitions to new rooms within the nursery are made only when they are deemed to be emotionally ready. Both children and their parents are introduced to new

staff and environments to ease the transition. In addition, some of the rooms share resources and join together for outdoor play, which means children already know all the staff very well.

Key persons work very closely with parents in order to plan for children's health and personal care needs. There are regular discussions and communication about children's changing routines and developmental needs. This ensures there is excellent continuity in care for the children and valuable support for parents. For example, staff source a range of information leaflets on common issues, such as toilet training and tantrums, for parents to use if they need advice. Parents are also given clear guidance on which packed lunch foods are nutritious and which are less suitable. Children are offered a wide variety of fresh fruits for snack which they eat eagerly. Snack and mealtimes are organised to enhance children's well-developed levels of independence. For example, children select their cutlery, carry their plates to the table and pour their drinks with minimal assistance. Staff sit with children around the table to engage them in conversation about the foods they eat so that children understand that eating a good meal will give them the energy that they need to run faster.

Children play eagerly outdoors in the fresh air because the environment is so diverse and inviting. They explore a vast range of equipment and resources to develop their physical skills and movement. These include parachute games, ball games, wheeled toys and some challenging climbing apparatus. Children are resourceful and independent in selecting what they need for a specific purpose. For example, when working in the sensory garden, they search out watering cans and take them to an indoor or outdoor tap to fill them with water. They manipulate their hands to turn on the tap, to carefully control the water pressure so not to overfill the container and carry the full watering can to the garden.

Children have a well-developed understanding of how to keep safe because staff consistently remind them how to use equipment safely. For example, when using scissors children spontaneously remind each other to take care so not to hurt anyone, and they sensibly use hammers and pins to fix geometric shapes onto boards. Staff reinforce consistent and clear expectations for children's behaviour from a young age. Children demonstrate how to line up sensibly before moving between different areas. Staff have recently introduced a simple but very effective system to help children distinguish between positive and negative behaviour. Children know that a thumb up gesture means they have made a good choice and a thumb down gesture symbolises a bad choice. Children respond to this very well. Babies and younger children are helped to manage their emotions because staff are very sensitive to how children are feeling and quickly and calmly step in to avert tantrums.

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

All staff understand their roles in implementing procedures and promoting children's safety and welfare. They have a very secure knowledge of safeguarding issues and consistently follow procedures for administering first aid and accident reporting. The nursery is vigilant in implementing the correct procedures following any incident or accident to a child. It

complies with the appropriate safeguarding and medical agencies to investigate the incident and follows this up with its own internal review of procedures. As a result, any improvements are quickly identified and changes made. For example, following a review of the way that staff pick up babies and young children, the nursery organised some refresher training on manual handling in order to minimise any risk of accidental injury.

The nursery is led by a very well-established and effective management team, and supported by a new committee with well-defined roles. Everyone shares a strong desire to sustain the high standards already achieved. There is an effective self-evaluation process that responds to the views of all stakeholders, including children, parents, staff and the host school. Staff are very reflective in considering what works well and what could be improved, and solutions to problems are quickly found. This indicates a strong capacity to maintain continuous improvement.

There are rigorous procedures for recruiting suitable staff. All staff, volunteers and committee members are vetted and where there is a cause for concern about the suitability of any individual, they are not recruited in order to protect children. The management team has developed a very comprehensive induction programme which ensures staff members quickly develop the skills and knowledge to carry out their duties. The management closely monitor the staff through an established cycle of observations, supervision and appraisals. They are very supportive in helping staff to develop further skills and knowledge, as well as being quick to tackle any underperformance. As a result, staff are confident and highly motivated. Strong and effective teamwork is evident in all areas of the nursery. Staff are enthusiastic and dedicated to doing their best for all children. They have high expectations for children's achievements and for their own professional development.

Excellent partnerships with parents, schools, professionals and the local community make a significant contribution to ensuring that the needs of all children and their families are met. Parents, in particular, express their appreciation of the flexible approach the nursery has to ensuring their individual work patterns are accommodated. Information is effectively communicated and readily shared with all those that need to know, including external agencies that are involved with individual children. Very close links are maintained with the children's centre and host school, as well as most other schools that children move on to, in order to support smooth transitions. Children and their new teachers get to know each other through visits before leaving the setting, which is valuable in helping new key persons to plan for children's learning on arrival in school. The nursery is developing plans to further strengthen partnerships with all the schools that children will attend so that the transition is as seamless as possible for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY449724
Local authority	Luton
Inspection number	912280
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	158
Name of provider	Whipperley Nursery & Children's Centre Committee
Date of previous inspection	not applicable
Telephone number	01582488392

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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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