

Whitwick Day Nursery

Market Place, Whitwick, Coalville, Leicestershire, LE67 5DT

Inspection date	30/04/2013
Previous inspection date	01/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 make good progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- The well-established key person system helps children form secure attachments and promotes their overall well-being efficiently.
- The management team monitors the nursery effectively and supports the staff team's professional development, which in turn benefits all children.
- Partnership with parents is strong. Staff and parents communicate very well, which helps children's continuity of learning and care.

It is not yet outstanding because

- Staff do not always use lunch time effectively to fully encourage social skills, such as developing conversations and talking to children about what they are eating.
- Children are not always provided with a range of technology equipment, in order to extend their progress in the area of information and communication technology.

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 held discussions with the area manager, manger and spoke to the staff, children and parents.
- The inspector observed free play, focused activities and meal times.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Whitwick Day Nursery is an independent nursery, which opened in 1994 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the old school building in the village of Whitwick in Leicestershire. There is an enclosed area for outdoor play.

The nursery opens five days a week all year round, except bank holidays and a week at Christmas. Sessions are from 7am until 6.30pm. The nursery serves families from the local and surrounding county area. There are currently 123 children on roll, of whom all are in the early years age range. The nursery receives funding for children aged two, three- and four-years-old.

The nursery employs 20 staff who work with the children. Of these, 19 hold qualifications at level 3 and one holds a qualification at level 2.

What the setting needs to do to improve further

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

- strengthen children's personal and social development at meal times, for example, by encouraging all staff and children to be involved in conversations
- extend the opportunities for children to use information and communication technology resources.

Inspection judgements

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

Staff create a stimulating and friendly nursery, where children are happy to attend. They have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Teaching in the nursery is effective and developmentally appropriate; the children are active and really enjoy their learning. They concentrate and listen to instructions and independently choose their play. They are engaged and show curiosity. Staff are aware of children's capabilities from when they start. This is because they obtain detailed information from their parents at the effective settling-in periods. Here, they talk about children's likes, dislikes and ask parents to complete an 'All about me' booklet. Staff use this information efficiently along with their own initial assessments to establish the children's 'starting points'. As a result, children

settle quickly into the nursery because they are interested and well motivated. Staff continue to assess the children's achievements as they play and use the information efficiently to identify their next steps and inform planning. Consequently, staff provide an effective educational programme that challenges children's individual learning in most areas of learning. This leads to children making good gains in their learning and development and prepares them appropriately for their next stage, which is usually school. Furthermore, they track the children's achievements effectively, which enables them to skilfully complete the progress check at age two summary and identify any gaps in children's learning.

The baby room is relaxing and calm and staff tune into the babies' needs sensitively because they know the babies well. They talk and play with them skilfully and efficiently acknowledge the sounds and gestures they make to help communication skills. Babies display confidence in their surroundings and make choices with support from staff that arouse their interest or curiosity. They have sensory experiences, which helps them to learn about the world around them. For instance, they thoroughly enjoy feeling and exploring the textures of the 'baked beans and tomatoes'. They smile and giggle as they squeeze the substances through their fingers and listen to the squelching noises. This activity also helps babies' handling skills and builds their self-esteem, as staff praise their efforts well.

Children have opportunities to develop their physical skills effectively. Babies and young children learn to handle toys skilfully as they put shapes into shape sorters or bang and shake musical instruments. Older early years children use their handling skills effectively to develop early writing skills and to create pictures using cutting, sticking and painting skills. They move and run around the outside environment and use a variety of larger equipment as they climb, balance and ride sit-and-ride toys negotiating obstacles as they scoot and pedal. Children learn about the natural world as they grow seeds and learn how to water the flowers they grow effectively. To further develop children's understanding of the world children have opportunities to explore their local community. Staff take them off site to go to for walks around the village. This provides them with opportunities to meet people in the wider community. Children, do not always have efficient use of technical equipment. There is a variety of information and communication technology resources available for them to explore and investigate, such as cause and effect and programmable toys and computers for the children to use. However, the staff do not effectively support this area of learning by encouraging them to use these resources effectively.

Young children have opportunities to develop their prime areas of learning efficiently. Staff foster their communication and language skills in positive ways. Children enjoy participating in singing popular rhymes and understand simple questions, such as 'where is the bear?' to help their understanding and speaking skills. Older early years children use their communication skills well as they explain how they are making their own books. For example, they tell a visitor that they are 'folding paper and drawing mummy to make my book'. This also helps children to use their imagination and express their own ideas. Children of all ages in the nursery have a love of books. Younger children snuggle with staff and enjoy looking at the pictures. Pre-school children use them independently, turning the pages and discussing the contents as they sit in attractive book areas. This aids their early literacy skills. Children learn about early mathematical skills effectively.

Younger children enjoy singing popular counting songs and sort objects by size and colour. Water and sand activities help children find out about shape, space and measurement as they fill and empty containers, and count how many sandcastles they have made.

Parents are involved in their children's learning. They have opportunities to see their children's 'learning journey records' on request at drop-off and pick-up times, and also at 'parents' evenings'. Here, parents have opportunities to discuss the progress of their children's learning in more depth. This results in both parents and staff fully meeting the needs of children's learning effectively.

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

Children settle quickly in this welcoming and comfortable nursery. Staff are caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is well fostered. Staff put a lot of effort into the presentation of their rooms, resulting in interesting, attractive and child-friendly surroundings. For instance, there are covered cosy areas in the rooms and well set out learning environments. Children explore an interesting range of quality resources in their rooms which cater for all areas of learning. Play materials are arranged to be easily accessible. This encourages children to help themselves and follow their own interests. Staff intervene promptly when necessary to explain to children about turn-taking and sharing. They encourage children to consider how others might feel about their actions. Praise and encouragement, in word and gesture, promotes children's developing self-esteem and confidence effectively.

All children share access to the enclosed garden. Children enjoy healthy and nutritious meals, which are prepared on the premises each day and take account of their specific dietary requirements. The menus are displayed for parents daily to ensure they are kept well informed. Children eagerly discuss which foods are healthy to eat. Older early years children are supported to serve their meal themselves at lunch time. This further promotes their increasing independence. Lunch time is a sociable event where children and most staff chat about what they have been doing in the nursery and at home in most rooms. However, not all staff fully engage young children in conversations or talk to them about what they are eating. As a result, they are not promoting the full use of the lunch time routine effectively. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as not throwing sand or toys. Older early years children follow boundaries, which they have helped to decide. These help children to behave well because they know what is expected of them.

Children's transitions between rooms within the nursery are managed effectively. Their key person completes transition reports to monitor how well children settle; these are shared with parents which enables them to contribute their perspective. The nursery recognises the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to school. There are effective

systems in place to bring this about. For example, visits from the feeder school teachers to help provide overall continuity of care and learning.

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

Leaders and managers, monitor the delivery of the educational programme and staff performance carefully. The manager implements rigorous safeguarding procedures. Staff demonstrate good knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Areas used by the children are well organised and enable children to move around the nursery freely and safely. Staff have good knowledge of child protection safeguarding concerns. Clear procedures are in place, staff attend child protection training to enable consistency in their knowledge and to protect children in the event of any concerns. The nursery is safe and secure and effective risk assessments help to reduce hazards. All the required policies, procedures and documentation is in place.

The management team and staff are dedicated and enthusiastic. There are good systems in place for self-evaluation, which staff use to identify strengths. Management are accessing training for all staff and have put together a 'training programme'. This has been devised from supervisions and observations of staff. There is a detailed appraisal process in place which will help to improve the performance of staff and have a positive impact on the children's care and learning.

Staff develop good partnerships with parents, which helps ensure they have a firm understanding of the children's and families' needs. The nursery is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. Staff liaise with parents and external agencies to share information to implement early intervention for children. As a result, staff enable children to receive the support they need. Comments from discussions with parents indicate they are happy with the caring, friendly staff and the service provided. Staff are also proactive in communicating regularly with other early years providers where care of children is shared with another setting to provide consistent and coordinated care.

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	EY301356
Local authority	Leicestershire
Inspection number	910405
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	123
Name of provider	Magic Nurseries A Ltd.
Date of previous inspection	01/09/2011
Telephone number	01530 830499

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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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