

Wigmore Nursery

Wigmore Primary School, Ford Street, Wigmore, LEOMINSTER, Herefordshire, HR6 9UN

Inspection date

Previous inspection date

21/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 moving from the nursery to the reception class are supported well.
- The key person system is firmly embedded and, as a result, children feel very safe and secure.
- Children make good progress in their learning and development as partnerships with parents, carers and other professionals are strong.
- The management ensures staff access training that enables them to become highly skilled professionals, and because of this, children are given effective support to make good progress from their starting points.

It is not yet outstanding because

- Children's developmental milestones that occur at home are not always consistently supported in nursery as parents are not invited to contribute to children's learning and development records on a regular basis.
- Children are not always provided with opportunities that allow them to use their skills and imaginations to make their own creations and develop their own ideas and concepts.

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's play and staff interactions inside and outside.
- The inspector and the early years coordinator undertook a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector examined documentation, including a sample of children's records, planning paperwork and some policies.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Wigmore Nursery was registered in 2012 and is on the Early Years Register. It is situated in purpose-built premises in the Wigmore area of Leominster. The nursery serves the local area and is accessible to all children. It operates from one room and there is a fully enclosed area available for outdoor play. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday during term-time only from 8am until 4pm. Children attend for a variety of sessions. There are currently 34 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports 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:

- open up more opportunities for parents to contribute to children's learning and development records to ensure key developmental milestones that occur at home are recognised in nursery, in order to support the overall assessment of children's capabilities
- develop further opportunities for children to use their skills and imaginations to explore concepts and ideas through their own representations.

Inspection judgements

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

Children make good progress from their starting points as staff understand how children learn and develop. Observations and assessments are carried out, and staff use this information to plan meaningful learning experiences for the children. Consequently, children's needs are fully met. Skilled staff use their knowledge and experience to support children in developing the skills that will support them in their next stage in learning and for school. They model inquisitive behaviour, encouraging children to think further and develop their knowledge. For example, children grow their own vegetables and staff ask open-ended questions to encourage them to think about what is going to happen. Good organisation means that children have time and space to concentrate on their chosen activities.

Children's language skills are supported well throughout the nursery. For example,

children are taken outside and are encouraged to listen to sounds in the environment. This helps to develop children's speaking and listening skills as they talk about the church bells they can hear and comment on a sound that they think is an aeroplane. Children have an exceptional understanding of the world around them as staff creatively plan a range of experiences that engage and teach children about the environment. Caterpillars are kept in jars, and the children watch as they change into chrysalis. Children enthuse about the caterpillars, and staff use their interests to plan activities that are based on caterpillars and butterflies. They imaginatively use children's excitement to support them in their next steps in learning. For example, children use shapes to make caterpillars. Staff use this opportunity to develop mathematical language as they encourage the children to talk about the shapes they have used in their pictures. This helps children to begin to use mathematical names and terms for shapes. Children's understanding of the environment is also developing as they have observed frogspawn develop into frogs. Staff use open-ended questions to encourage the children to engage in conversation about the life cycle of a frog. This helps children's developing vocabulary as they use words, such as 'camouflage', while watching the frogs being released into the school pond. Early writing skills are developed as staff provide children with notepads and pens as they pretend to be police officers in the role play area. This provides children with the opportunity to give meaning to marks as they draw and write. Children have time to paint, glue and stick. However, there is scope to improve opportunities for them to use their skills and imaginations to develop their own ideas during creative play.

Effective partnerships have been developed with parents. They are full of praise for the nursery and the staff. They talk about the welcoming environment that has been provided by the staff. Consequently, children adjust to their new learning environment quickly and are eager to learn. Information is shared on a daily basis with them through discussions and written diaries. However, there is scope to improve opportunities for parents to regularly contribute to children's development records in order to celebrate key milestones in children's development and enhance the otherwise good assessment of children's capabilities.

Staff prepare children well for their move into the reception class. The reception teacher spends time every week in the nursery so she gets to know the children well. In addition, detailed assessment information is provided that identify children's next steps in learning. This ensures children's needs are fully supported and their learning priorities are clearly identified. Effective partnerships with other professionals, such as speech therapists, mean that early intervention to support children effectively is provided. This contributes towards narrowing the achievement gap in children's learning and development. The nursery currently does not have any children on roll who speak English as an additional language. However, staff demonstrate a good understanding of how to support these children and ensure each child is valued for their uniqueness and is included.

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

Good settling-in procedures are in place that help support children's entry to the nursery and help them feel happy and secure. Children have good emotional attachments with staff. The key person system is implemented well, to ensure that each child has a named

person to take responsibility for their daily well-being, plan for their learning and development, and build positive relationships with parents. This provides a strong base for children's developing independence and helps them embrace new experiences with confidence.

Children behave well as staff provide them with consistent boundaries. As a result, children know what is expected of them. Staff use positive reinforcement to promote good behaviour. For example, they use sand timers to encourage children to share equipment. Children readily share and take turns with popular resources, play harmoniously together and have respect for each other's needs and feelings. Staff are good role models and treat children with positive regard. Good behaviour is valued and praised, promoting children's confidence and self-esteem.

Children are supported to learn to keep themselves safe. For example, a visit to the school pond provides staff with the opportunity to discuss the importance of where to stand, and through open-ended questions, encourage the children to think of the importance of not standing close to the edge of the pond.

Children are provided with healthy snacks, and parents are encouraged to send in a packed lunch that promotes healthy eating. This encourages children to develop an understanding of the importance of healthy lifestyles. Children confidently manage their own personal hygiene needs, taking themselves to the toilet and washing their hands afterwards. All children have daily opportunities for fresh air and exercise, promoting active, physical play. This ensures children's health and well-being are fully supported.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully aware of. All staff have attended training on safeguarding and this is updated, ensuring that their knowledge is current should they have any concerns. Robust recruitment, vetting and induction procedures are in place, making sure that adults working with the children are suitable to do so. This ensures that children are cared for by staff who have the required skills and commitment, enabling children to feel secure.

The early years coordinator gives regular appraisals for the staff and provides them with a detailed action plan. This ensures that training needs are identified and all staff update their knowledge and professional status. Consequently, children receive an education programme that has depth and balance, and the quality of teaching and interaction from staff is good. The early years coordinator ensures they have effective systems for self-evaluation that inform the nursery's priorities. These are used to form targets for improvement. This demonstrates the nursery's commitment to continuing improvement and ensuring children receive the best possible care and education.

Overall, the nursery has built good partnerships with parents; the staff ensure that

settling-in periods meet with parental needs as well as children's. Parents receive information through meetings and newsletters. This close partnership between parents and the nursery has a positive impact on supporting the learning and development of children. However, there is scope to enhance this even further with the more consistent sharing of information about children's learning at home. The early years coordinator has a secure understanding of her responsibilities in meeting both the welfare and the learning and development requirements of the Early Years Foundation Stage. The early years coordinator also understands the importance of working with external agencies. This enables the nursery to draw on expertise and provide support for children, so they all make good progress in their development.

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	EY438359
Local authority	Herefordshire
Inspection number	880503
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	34
Name of provider	Wigmore School
Date of previous inspection	not applicable
Telephone number	01568770323

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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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