

The Wigwam Day Nursery

22 Fatherson Road, Reading, Berkshire, RG1 4PL

Inspection date

19/09/2013

Previous inspection date

30/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 happy and settled and build secure emotional attachments because the well established 'key person' system works effectively and children's wellbeing is supported.
- Staff have a secure knowledge and a priority focus on safety. Their clear understanding and consistent implementation of health and safety policies and procedures, mean children benefit from playing a safe environment.
- Children are provided with stimulating opportunities for learning both indoors and out. Staff plan these to meet individual needs and interests, and to allow children to explore and develop as confident learners.
- Parents are engaged with their children's learning, which contributes well to meeting all children's needs.

It is not yet outstanding because

- Not all staff keep alert to chances to extend children's communication skills and vocabularies during spontaneous play activities.
- Staff do not extend the older children's understanding of how to keep themselves safe.

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 the three play rooms and the outside learning environment.
- The inspector held discussions with the registered persons, deputy manager, staff and took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the registered person.
- The inspector tracked three children, spoke to their key persons, observed them in play and reviewed their assessment records.
- The inspector reviewed a selection of policies and procedures, staff suitability records, registers and self evaluation records.

Inspector

Caroline Chalke

Full Report

Information about the setting

The Wigwam Day Nursery registered in 2008 and is one of two nurseries operated by Small is Beautiful Ltd. The nursery operates from a converted four storey Victorian townhouse in Central Reading, Berkshire. The nursery serves families from the local community and surrounding areas. Children are cared for in three separate age-group rooms and all children have access to an enclosed outdoor play area. Access to the garden area for all children involves use of stairs. The nursery is situated in a residential street, on the one way system into central Reading.

The nursery is registered to care for 36 children. It is open each weekday from 7am to 7pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four years. There are currently 60 children aged from birth to under eight years on roll, some in part-time places. The nursery supports children learning English as an additional language.

There are 21 members of childcare staff, 14 of whom hold National Vocational Qualifications at level 2 or 3, and five members of staff hold Early Years Professional Status. The staff team also includes a cook and administrative support staff.

What the setting needs to do to improve further

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

- extend the teaching skills of staff in relation to children's ability to communicate, so that all children develop their language skills as quickly as possible
- extend ways of helping the older children learn to manage taking suitable risks, in order to understand more about how to keep themselves safe.

Inspection judgements

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

Staff are knowledgeable about the learning and development requirements of the Early Years Foundation Stage and have a secure knowledge of how children learn through play. Staff use this knowledge to plan activities to meet children's development needs, which interest and challenge children. As a result, children are motivated and engaged in their play, and are confident learners.

Staff provide stimulating environments both inside and outside that reflect children's individual interests in planned activities. Resources are placed within children's reach, and allow children to extend their own play and choose what they wish to play with. Older children use their imaginations to gather more resources to support their role play. An older child wished to sharpen a pencil she was using; she found the pencil sharpener, competently sharpened the pencil and continued in her play. This availability of resources enabled the child to play independently.

Children playing outside the building with large wooden blocks work together to carry the blocks and find the right sized blocks to fit together. This experience supports children's understanding of space and the concept of weight. Staff plan activities to support children's move to their next stage of learning, which are effective in building children's skills in preparing for school; for example, recognising their names, managing personal care routines independently and practising recognising numbers and letters.

The child's 'key person' monitors their particular children's progress through observations and information shared with parents. All parents are kept informed about their children's progress and achievements by the "My Child" online system. The key person records information from observations and assessments and parents make contributions to the online system. Parents discuss their children's development at termly meetings with the key person. Parents are kept well informed about their children's progress. The two-year-olds progress checks are completed with child's key person and parent. These are passed on the child's health visitor. Children's needs are identified and shared between parent and key person ensuring children continue to make good progress in their learning and development. The key person records regular observations and assessments in the child's 'learning journal'. These are shared with parents so everyone is aware of progress and what needs to be learnt next.

The quality of teaching is good overall because staff understand that every child is an individual and they ensure that each child is supported well in their learning and development. Children make good progress relative to their starting points. Children extend their communication and language skills during routine activities. For example, staff consistently use the opportunity of climbing the stairs to discuss concepts of 'higher' and 'lower'. Younger children join in action songs, copying the actions and words as they sing, learning new words as they do so. Nevertheless, some staff are less skilled in seizing chances to extend children's learning. They do not always use language to help children's thinking to make sure all children develop their communication skills to their full potential.

Children develop their physical skills through climbing stairs to the garden, demonstrating skills of coordination. Younger children join in a Tai Chi session and practise skills of jumping, balance and stretching. Babies have space to crawl and pull themselves up to standing. Children pedal and steer the bike skilfully around the garden. Toddlers have fun as they are supported to use the slide safely, promoting their physical development.

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

Children form secure emotional attachments, feeling safe and secure with their key person. The key person system is highly effective in supporting children's personal social and emotional needs and in developing trusting relationships with parents. For example, time is taken to ensure settling in sessions with new children allow parents and the child's key person to exchange information to ensure individual children's needs are met. Home visits are offered as part of the settling in process. Staff are sensitive to children's individual needs. They build a strong relationship with the child that promote the child's independence. Babies feel confident to explore in the garden and return to their key person when they require reassurance or a cuddle when they feel tired. Older children play together and co-operate with each other, such as when they built a tower. In the home corner one took on the role of the 'baby' and was 'cared for' by the other child. Home books, with photos of each child's family are provided for all children. These help support children's sense of belonging and of feeling emotionally secure.

Staff provide clear guidance to children about what is acceptable behaviour. They encourage children to respect each other's feelings. A young child was encouraged to not throw a toy at other children and the key person used distraction tactics well to move the child's attention to another activity. Staff talk to older children about sharing, and children develop this ability, preparing them well for school. Staff ask questions that cause children to think, for example, 'How do you feel?'

All staff consistently give the highest priority to the safety of the children and share key safety messages with them. Staff follow procedures as children move around the building and use the stairs; children are reminded of the rules. Children are confident in climbing the stairs as staff support and guide them. All children who are walking have many opportunities to use the stairs and steps throughout the day with support from the staff. Child height banisters and painted 'footsteps' on each stair help children manage these, and so they feel safe. Children develop the skill of climbing stairs, strengthening muscles in legs, use of co ordination of hands and feet, and being physically active. Nevertheless, staff do not always allow the older children to develop their wider skills in managing risk for themselves, to learn more about how to keep themselves safe.

Children's understanding of developing a healthy lifestyle is promoted through provision of healthy snacks, plenty of fresh air and physical exercise. Children play outside in the enclosed garden every day in all weathers. Staff understand the importance of outdoor learning and incorporate this into the daily routine. Babies sleep in prams in the garden; snacks are served sitting on the grass; children are dressed in wellies and raincoats so they can continue their play in the rain. These actions ensure all children have access to fresh air everyday.

Meals and snacks are healthy and served by the on site chef, using the Food Trust guidance. Liaison between the chef, parents and staff, includes careful recording of specific requirements. Staff implement stipulated systems to manage these needs effectively. Children's personal independence is developed during meal times. Older ones learn to pour milk onto their cereal; babies are encouraged to feed themselves. Staff remind children about the importance of hand washing. The pictures surrounding the child sized sinks remind children of the hand washing routine.

Parents and key persons liaise effectively to ensure individual children's needs are met when they change rooms. For example the parent and key person discuss when it is the right time for the child to move to the next room, and settling-in meetings for both parent and child are arranged, so parents can help support this move by understanding the changes themselves.

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

The Provider, management and individual staff have an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff understand and implement policies and procedures and ensure children's health and wellbeing is a priority. Children's health needs are met swiftly and appropriately. Children are safeguarded and their welfare is protected. Staff have a thorough understanding of child protection issues as they undertake regular safeguarding training. This means they are able to implement appropriate procedures to protect children from harm.

Thorough procedures for the recruitment and vetting of staff ensure staff are suitable to work with children. Effective induction systems ensure staff are clear on their roles and responsibilities. Staff performance is monitored through regular supervision and annual appraisals. Peer observations are being introduced, with staff observing and giving feedback on each others' performance. Ongoing professional development is encouraged and all staff undertake regular training. 'In house' training sessions focused on particular aspects of the education programmes to develop staff expertise. The provider and staff understand and implement the learning and development requirements of the Early Years Foundation Stage.

Strong leadership, a strive for improvement and self-challenge ensure that all staff are involved in a process of continuous self evaluation. Self evaluation is led by the provider and includes staff and parent contributions. Strengths and weaknesses are identified and plans are in place to meet areas identified for development. Actions planned to overcome weaknesses are in place, monitored and reviewed regularly. Staff are encouraged to be reflective of their own practice and others, this is monitored regularly and supports the development of staff. Nevertheless, some staff require more support to capitalise on unexpected learning opportunities in order to get the best from each child.

Positive partnerships between parents and staff ensure children's needs are well met. Staff are effective in exchanging information with parents and feedback from parents is positive. The nursery staff use new communications media well for parents to be involved, such as example, the online "My Child" system. Parents contribute to the self evaluation process, helping to drive progress. They are invited to attend events at the nursery, for example, 'Dads breakfast', in see the nursery at first hand. Information is shared with parents through notice boards, nursery websites and children' progress meetings. The provider understands the importance of partnership working and liaises with professional

partners, for example, the Early Years Professional network and the local college, again to drive improvement.

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	EY364808
Local authority	Reading
Inspection number	828926
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	8 - 0
Total number of places	36
Number of children on roll	60
Name of provider	Tee Pee Ltd
Date of previous inspection	30/10/2008
Telephone number	0118 9581800

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

