

# Whitwick Day Nursery

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

<b>Inspection date</b>	13/09/2013
Previous inspection date	30/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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's own interests are recognised, valued and acted upon, which ensures that they are engaged in their learning and development.
- Children with special educational needs and/or disabilities are given high levels of support, which means that they make good progress.
- Strong partnerships with parents and a range of other professionals ensure that all children's needs are supported well.
- Children's health is supported well through the provision of nutritious meals and a clean and well-maintained environment.

### It is not yet outstanding because

- There is room to enhance the very good initial assessments of children's learning and development by making better use of information collected from parents when children first start at the nursery.
- There is scope to enhance children's rapidly developing exploration and discovery of the natural world during their outdoor play.

## 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 children in the playrooms and gardens and interacted with children and staff throughout the inspection.
- The inspector held a discussion with the manager and area manager.
- The inspector viewed samples of documentation, including checks made on the suitability of staff and children's development records.
- The inspector and manager undertook a joint observation of teaching practice and discussed this.

## Inspector

Elisabeth Wright

## Full Report

### Information about the setting

Whitwick Day Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from an old school building in the village of Whitwick in Leicestershire and is one of nine day care settings managed by Magic Nurseries A Ltd. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications, 19 at level 3 and one at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 86 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 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:

- enhance the already good educational programme by putting a greater emphasis on establishing children's starting points, in partnership with parents, at the earliest stages when children start at the nursery
  
- develop the garden area to provide children with a greater range of opportunities to explore and discover the natural world.

## Inspection judgements

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

Children are happy and enjoy their time at the nursery, therefore, they are engaged in their activities and ready to learn. Staff have good teaching skills, and a secure understanding of how children learn and develop. This means that they plan and provide an effective educational programme that supports the learning and development of all children across all areas of development. Each room plans a range of activities, which are appropriate for the individual ages and interests of the children. Staff provide a good balance between activities that are led by adults and purposeful interaction with children's own play and ideas. Consequently, children are making good progress in their learning and development. Children persist at their chosen activities, because staff are adept at

extending their learning. For example, a member of staff uses open-ended questioning to develop the creative and critical thinking of children engaged with collage. Children are then motivated to explore the resources, make decisions and plan what they are going to do. One child tells her, 'I am going to make a shiny picture'; he carefully cuts out the paper he wants and applies glue with precision.

Children's progress is carefully tracked to ensure that planning for children's next steps is well targeted to support their individual needs and interests. Staff establish children's starting points through their early observations. However, there is scope to extend this by making better use of the information parents provide in the 'All About Me' booklets they complete soon after their child starts at the nursery. Parents are given opportunities to be involved in their children's learning and development. As well as access to their children's development files, they receive informative feedback on their child's day, which includes aspects of learning and suggestions of how this can be built on at home. This provides children with consistency. Regular summaries of children's progress are shared with parents. A two year progress check is carried out soon after each child's second birthday. This is shared with parents, who are invited to contribute their thoughts. Children who have special educational needs and/or disabilities benefit from the strong commitment staff have to work in partnership with other professionals. Changes are made to the environment, which enable their inclusion and promote their individual needs extremely well.

The nursery has made recent improvements in providing children with resources that develop their understanding of technology. Children in the pre-school room competently use a tablet computer, moving their fingers across the screen with good physical control as they follow the game they are playing. One child demonstrates his knowledge of how technology works, as he tells a member of staff that the story headphones need re-charging because they have stopped working.

Children develop good communication and language skills. Staff working with young babies sit at their level, making eye-contact and using a range of voice tones to encourage their emerging communication skills. Older children are articulate; for example, two children playing with super hero toys explain their play to a member of staff. They demonstrate how they competently make plans, use their imaginations to invent scenarios and communicate together, to share and extend these plans. Staff make good use of children's own interest to enhance their learning through play. Children in the two-year-olds room extend their interest in cars by drawing roads for them to drive on. They talk about where they are going in their locality and include early maths as they think about how long it will take to get there. Children are active learners. They are interested and motivated to learn and enthusiastic. This means they are focused and develop good levels of concentration, which prepares them well for school. For example, they listen attentively to their French teacher and are eager to demonstrate what they have learned.

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

Children's personal, social and emotional development is fostered well, which means they are confident and secure. They build strong relationships with the staff in their rooms and positive relationships with each other. This provides them with a strong foundation, as they move on through the nursery and eventually onto school. There are good systems in place to support them when they move to another room and key person. This includes passing on information about the children's care needs and introducing them gradually through visits until they are fully settled. Consequently, children are comfortable to approach staff with their needs and ask for help. Staff build secure relationships with parents from the outset, which ensures an ongoing exchange of information that provides children with consistency of care. Parents feel they are given comprehensive information about their child's day at nursery.

Children's independence and self-care skills are fostered well. They help themselves to drinks during the day and serve their own food at lunch and snack times. Lunchtimes have been developed into relaxed, social occasions. Children and staff sit together and talk about the food they are eating and the amount they are serving, as well as discussing their day. They benefit from the healthy, organic menu the nursery provides. Staff support children well in developing good practice with regard to their personal hygiene. Children are reminded when they need to help themselves to a tissue and go to wash their hands afterwards. Children in the pre-school room demonstrate how they will wash their hands before eating, as they act out rubbing the soap over their hands and between their fingers.

Children benefit from a clean and well-maintained environment. Staff follow cleaning rotas to ensure that all toys are suitable for children's use and make regular safety checks. This practice ensures that resources, such as paper towels and toilet paper, are maintained ready for the children's use. Children develop their understanding of how to keep themselves safe through simple explanations and reminders and by observing staff. For example, a member of staff explains to children that they need to wait before going into the garden, while a member of staff checks that it is safe.

Behaviour in the nursery is very good. Children are engaged with friends in play, listening to each other's ideas and making joint decisions. When conflicts arise children approach staff and explain calmly what the problem is. They are confident that staff will listen to them and help them resolve the issue.

Children have regular opportunities for outdoor play in fresh air and physical exercise in the large playground. Here they engage in a wide range of activities, such as, riding bikes, rolling hoops, role play and relaxing with books. The nursery has plans to develop this area, for example, a new playhouse has recently been introduced for role play. However, there are fewer opportunities for children to explore and investigate the natural world so their learning in this area is not always as well supported as possible. Children enjoy the large space they have to run around and they develop good physical skills as they ride bikes and roll hoops.

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

Children's welfare is promoted well. Recruitment procedures are robust in making appropriate checks on a new member of staff's suitability to work with children. This includes a thorough induction and probation period, during which time the member of staff is monitored to ensure they have good practice. The effectiveness of this procedure is evident as staff are confident to explain their roles and responsibilities in safeguarding children in the nursery. They have a secure understanding of the signs and symptoms of possible abuse and the action they must take if they have concerns.

Leadership and management of the nursery is strong. The manager and area manager monitor staff practice in care and education and take effective action, through mentoring and training, if they observe any areas of knowledge or skill that needs enhancing. Monitoring of the educational provision ensures all children make good progress. Staff benefit from regular supervision and appraisal meetings, where they can discuss their own development as well as broader nursery issues. This means that training is targeted effectively to bring about continuous improvement.

The views of parents are rigorously sought in order to develop a secure understanding of the effectiveness of the service provided. Parents' evenings and questionnaires are used together with more informal opportunities, such as activity days, where parents can enjoy a relaxed atmosphere and chat to staff. The views of the staff team are sought through team meetings and ongoing discussions. The company use a secure social media site effectively for staff in the company to exchange good practice and ideas and use competitions to motivate staff to try new ideas, such as spending a whole day outside. The managers have a clear understanding of the strengths of the nursery and the areas they have identified as needing further development.

Partnerships with other professionals are established and effective. Close relationships with local schools mean that children are supported well as they move on to the next stage in their learning.

## 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

<b>Unique reference number</b>	EY301356
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	932389
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	71
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Magic Nurseries A Ltd.
<b>Date of previous inspection</b>	30/04/2013
<b>Telephone number</b>	01530 830499

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

