

Welbourn House

Welbourn House Childrens Centre, Welbourn Gardens, ERMINE EAST, Lincolnshire, LN2 2DD

Inspection date	10/10/2013
Previous inspection date	25/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Managers take prompt and effective action to address any areas of weakness and are vigilant in monitoring this. This ensures children's health and well-being is assured.
- Staff are deployed effectively, which ensures that more experienced staff, who are trained to a higher level, are always present to guide and monitor practice.
- Behaviour in the nursery is good because children benefit from consistent explanations and staff provide them with positive role models.
- The stimulating outdoor environment provides children with a range of activities, which motivates them to explore and discover for themselves.
- Staff demonstrate a good understanding of how children learn. They support them well through a balance of child-initiated and structured activities, which enables them to make good progress in their learning.

It is not yet outstanding because

- On occasions, routine activities interrupt children's focus on their own learning through play.
- There is scope for older children to extend their interest in technology, through consistent access to a computer.

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 sampled documentation including evidence of suitability checks on staff, medication records and procedures to support children's dietary needs.
- The manager and the inspector carried out a joint observation of staff teaching practice and discussed this.
- The views of parents spoken to by the inspector were taken into consideration.
- The inspector interacted with children and staff throughout the inspection to build up a secure overview of the nursery.

Inspector

Elisabeth Wright

Full Report

Information about the setting

Welbourn House was registered in 2006 and is on the Early Years Register. It is situated on the ground floor in Welbourn House Children's Centre in Lincoln, Lincolnshire. It is managed by For Under Fives, who manage a chain of day care settings. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 18 hold early years qualifications at level 3 and one at level 6.

The nursery opens Monday to Friday all year round, with the exception of bank holidays and a week over Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 67 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:

- increase the flexibility of routines so that children can pursue their interests and maximise their own learning
- enhance children's interest in technology by increasing the range of information and communication technology equipment they are able to access freely.

Inspection judgements

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

Children in the nursery are enthusiastically involved in learning through their play. Consequently, they make good progress in all areas of development. Staff have developed good teaching skills, which enable them to guide children's progress well. The ongoing observations they make are assessed accurately and used to plan for the next steps in each child's learning. Planning is targeted well to children's individual needs and covers a wide range of activities. As a result, children are gaining the key skills necessary for their future learning.

Children's own interests are utilised, which ensures that they are motivated and engaged. For example, when children showed fascination with the arrangements for a member of staff's wedding, the role-play area was changed into a hairdressers shop. One child demonstrates how this has supported her in planning and following through a process as she offers 'hair dye', discusses the colours available and acts out applying the mixture. She completes this by offering a mirror for the client to see how they like their new look. Children with special educational needs and/or disabilities receive high levels of support. This is effectively targeted because their key persons work closely with other professionals and their parents to provide a consistent approach. Therefore, they make good progress and gaps are beginning to close.

Staff use the opportunities afforded by routine events, such as snack time, to extend learning. As they count the pieces of fruit children learn to relate numbers to their real experiences, which means that they embed their learning. However, occasionally these routines interrupt the purposeful play which children are engaged in. Children are prepared well for their future transition into school. They develop independence and confidence on their own abilities. Teaching and learning are woven into all aspects of children's experience. For example, for prolonged periods of the day children can make their own choices about whether they play indoors or outdoors. They are able to fetch their own coats and shoes because the rooms are organised with their needs in mind. The outside play areas have been developed with resources to offer children challenge through different activities, such as den building. This develops children's creative and critical thinking as they are actively engaged and persist with their chosen tasks. Consequently, children are active learners and those who learn best outdoors are supported well.

Children recognise their own names because these are displayed in the rooms for them to refer to throughout the day. Therefore, they understand that written words carry meaning. Resources and activities, which promote children's understanding of the wider world, have been developed. Children have benefitted from activities planned around festivals at Eid and Chinese New Year and there are positive images of diversity in books and displays. There are some resources available, which enable children to discover technology. However, older children have fewer opportunities to use the laptop computer on a daily basis to enhance their understanding and develop growing skills in this area.

Parents are provided with good opportunities to be involved in their children's learning and development and supported well to continue this at home. This includes discussions of learning styles, such as children's particular interests. Parents are invited to take their child's learning journal home to read and add to and they are given daily information both verbal and in their communication book. These books are also used to provide continuity where children attend other providers of the Early Years Foundation Stage. Summaries of children's progress, such as the 'progress check at age two', include the knowledge parents share of their children's achievements. Therefore, children benefit from the consistency of this shared approach.

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

Children's health is supported well in the nursery. Recent changes have tightened the procedures followed to ensure that children's dietary needs are met. These include all food being checked and signed for before it is served and a new system of placemats, which alert staff when children have a specific dietary requirement. Meal times are organised effectively to give children high levels of supervision. Staff sit at the tables with the children and engage them in conversation. In this way, children develop good social skills, as they discuss their day and plans for the afternoon, as well as talking about the food and healthy eating. Children learn good self-care skills, as they serve their own food and pour their own water. Children who bring packed lunches are equally well supported. They sit together with a member of staff and talk about their lunches and what they like to eat at home. The nursery has also recently reviewed and enhanced their procedures for administering medication. Staff have been fully involved in this process and have a secure understanding of the system they now need to follow.

The safety of the children is given a high priority by the nursery. Staff are vigilant at checking the premises and action is taken promptly. Children are taught how to manage risks and keep themselves safe. For example, they use safety knives to cut their own fruit at snack time and sing a 'forwards and backwards' song, which reminds them how to do this. This gives them the advantage of seeing what the fruit looks like when it is whole and invites them to then examine how it is different inside.

Routines that support children's understanding of hygiene are established. Children go spontaneously to wash their hands before eating and after using the toilet. The layout of the rooms supports their growing independence in using the toilets because these are easily accessed and children can call for help in they need to.

Children are calm and secure in the nursery because key persons build strong attachments with them and their families. Good information is gathered from parents about their child, which means staff meet their needs well. Staff provide children with excellent role models of good social behaviour and interaction, which children then acquire for themselves. When staff speak to the children they use a calm tone of voice and are polite to them. Therefore, when children speak to each other they ask for what they want clearly and respectfully. During lunch one child asks another, 'Could I have the spoon please?' her friend passes this to her and she serves herself. Children develop good communication skills because staff talk to them and give them time to think about their answers. This supports them as they play together, sharing ideas and negotiating plans. Visitors are welcomed by the children, who are eager to tell them all about their nursery and share their play ideas.

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

The managers and the staff demonstrate a secure understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. This inspection was brought forward as a result of a concern raised through a notification by the provider. This related to a lapse in following procedures for dealing with children's dietary requirements and the administration of medication. The management recognised

the importance of this and took immediate and appropriate action to secure the safeguarding of children's welfare and to inform Ofsted. The provider has reviewed all aspects of staff induction and supervision and has increased the rigour of systems for handling children's dietary requirements and the administration of medication. Observation of practice, discussion with staff on the day and examination of documentation show that these systems have been implemented effectively. The nursery meets all the statutory requirements of the Early Years Foundation Stage.

Induction and supervision arrangements are robust in ensuring that staff have a secure knowledge of the policies and procedures of the nursery. Managers spend time in the rooms observing staff practice and make good use of regular appraisals to identify staff training needs. The views of the other professionals are taken into account and acted upon, for example, the nursery works closely with advisors from the local authority. Systems of performance management are effective in tackling any weaknesses in staff practice.

Arrangements for the deployment of staff ensure that all rooms have a senior member of staff present at all times. This ensures that children receive consistently good standards of care and education. Staff demonstrates a secure understanding of the action they need to take if they have child protection concerns. This information is also available to parents, should they have any concerns. Phone numbers are displayed in every room and a photograph of the designated safeguarding officer for the nursery is displayed, so that parents know who they can go to for advice. Robust procedures for recruiting new staff include references and checks on their suitability to work with children. The nursery has a written risk assessment in place which is reviewed and supplemented when new equipment or situation occurs. Daily checks are carried out by staff in the rooms in line with the risk assessment. This effectively identifies and minimises risks to children's safety.

Procedures for monitoring and evaluating the quality of the nursery are robust and effective in bringing about continuous improvement. The views of parents are sought through questionnaires, parents' evenings and informal exchanges with staff. Staff are included in decisions as their knowledge the day-to-day running to the room is valued and sought. An example of this is the development of the outside space, where staff were fully involved in the process. Children's views are also sought and included. They gave their own ideas to the development of the garden by looking in catalogues at resources and talking to staff about the things they liked to do. The staff team as a whole share manager's ambition for improvement.

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	EY330553
Local authority	Lincolnshire
Inspection number	935639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	67
Name of provider	For Under Fives Limited
Date of previous inspection	25/11/2010
Telephone number	01522 244409

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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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