

# Wishing Well Nursery Perdiswell

School Bungalow, Bilford Road, WORCESTER, Worcestershire, WR3 8QA

<b>Inspection date</b>	01/10/2013
Previous inspection date	14/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 benefit from warm, affectionate bonds with familiar and trusted staff. This helps children to feel settled and secure within their care and learning environment.
- Children make good progress in their learning and development because staff provide them with an interesting and stimulating range of activities. Regular observations and assessments are effectively used by staff to plan for children's individual next steps of learning.
- Staff make parents feel welcome at all times. Parents and staff exchange very useful information on a daily basis. This keeps parents well informed about their child's progress and enables them to share ideas for supporting children's learning further.

### It is not yet outstanding because

- There is scope to develop further opportunities for children to access resources which are stimulating and open ended so that they can think critically and problem solve.
- There is scope for the nursery to further consider how it plans its indoor space to meet the needs of children of different ages, so that young children have the opportunity for quiet time or to access resources especially for them.

## 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 spoke to the registered person, manager, childcare staff and children throughout the inspection.
- The inspector observed activities throughout the day and completed a joint observation with the manager.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and procedures, along with a range of other documentation.

## Inspector

Tina Smith

## Full Report

### Information about the setting

The Wishing Well Nursery was registered in 1994 and is one of seven settings owned by the same provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted bungalow in the grounds of Perdiswell Primary School, in the city of Worcester. There are currently 28 children attending who are in the early year's age group. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 8am until 5.45pm, all year round apart from one week at Christmas. The nursery takes and collects school aged children from the local school. There is also a holiday club which operates during school holidays. The nursery receives funded early education for two-, three-, and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- create even more opportunities for children to access resources which are stimulating and open ended, so they can be used, moved and combined in a variety of ways
  
- consider ways for the indoor space to meet the needs of all the children as both a place to feel at home and a place to learn.

### Inspection judgements

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

The staff are experienced practitioners who have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children are well supported to ensure they make good progress in their learning and development taking into account their starting points, how often they attend and the length of time they have been at the nursery. The nursery plans activities and play around the children's interests;

they are varied and cover all areas of learning. For example, the sand tray is ready to be explored along with a selection number and matching games.

The nursery gathers information from parents on induction about their child's interests, care needs, and routines, as well as what they do at home. As a result, staff are aware of what children can already do and progression from the start can be accurately monitored. Staff carry out regular observations on the children, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which help to ensure they are meaningful to children and reflect their stage of development. Parents and staff exchange very useful information on a daily basis, including the children's learning records. Parents also receive monthly newsletters giving details of the planned activities for the children. In addition, the nursery use a white board to display the children's daily learning intentions and offers ideas to parents on how they can continue this at home, for example, lending resources. As a result, parents are successfully included in their child's learning and the nursery have a complete picture of the children's overall development. The nursery is completing the required progress check at age two for each child and parents are asked to contribute to this.

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. They are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, children use their imagination as they play hairdressers, they gently brush hair and talk about whose hair is the longest. Children learn about shape, space and measure as they play with sand, emptying and filling containers. However, there is scope to enhance opportunities for children to think critically and to problem solve by providing them with further resources which are open ended and can be used in various ways. Children express their creativity using leaves and paints to make autumn pictures. A staff member skilfully extends this activity by asking questions about the seasons. This stimulates meaningful conversation and the children make links to their home life, proudly declaring 'I went on holiday in the summer'. This promotes their communicational skills as well as their self-confidence and self-esteem. Children develop a good range of skills which help prepare them in readiness for school. Children have access to a good selection of books which they handle correctly. Staff members regularly read to them and children confidently chose the next story. They are gaining confidence in using numbers in their play and throughout the day. For example, at snack time they count the pieces of fruit and during free play they count how many cars are in the garage.

Children are developing a good range of physical skills because they have the opportunity to run, jump and climb in the nursery's garden. The nursery also provides weekly swimming sessions. These are offered on a 'first come, first served' basis. Children are developing an understanding about the world around them because the nursery can access the school playing field, here they can explore nature and look for natural resources, such as, leaves and cones. In addition, the children visit places of interest in their community, for example, the post office and shops. These experiences help children to learn to be sociable with others and to begin to understand about their local community.

All children are welcomed and valued. Children with special educational needs and

or/disabilities are fully included and staff recognise children's individual learning needs and support them to join activities at their own pace.

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

Key aspects of children's well-being are good. The nursery has a well-established and effective key person system which helps to promote the children's well-being and independence, as well as ensuring a regular two-way flow of communication with their parents. Children feel secure as they happily interact with the staff and seek them out for a cuddle or reassurance. When the children start at the nursery they enjoy several settling in sessions. This enables them to become familiar with their new surroundings and staff, consequently, children settle well, enjoy trying new experiences and happily investigate during their play. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. The nursery has strong links with the local primary school. Reception teachers visit the children in their own environment and discuss with staff their individual needs. In addition, the nursery staff take the children to settling in sessions in the reception class. Consequently, the transition between nursery and school is a positive experience for the children.

Children are well supervised and explore their secure environment freely and with confidence. They behave well because staff are positive role models and give clear guidance as to what acceptable behaviour. For example, children are reminded to take turns and to share. Staff also encourage the children to solve their own conflicts and disputes by asking what they think should happen next. As a result, children feel their opinions and feelings are valued. Children are learning about keeping safe because staff talk to them about dangers, for example, when going swimming they are reminded about stranger danger and, when travelling, to make sure they have their seat belts on.

The environment is warm and welcoming with a generally good selection of resources. However, there is scope for the nursery to consider how it plans the indoor space to meet the needs of all the children who attend, with particular regard to the younger children, so that their all-round development and emotional well-being are fully supported.

Children's health is promoted because the nursery follows good hygiene procedures and practices which meet the children's, physical nutritional and healthcare needs. The nursery provides healthy snacks and parents provide their children with a lunch box. The nursery has a healthy eating policy and they support parents in making healthy choices for their children. Children benefit from regular fresh air and exercise because they have the opportunity to play outside. As a result, children are able to engage in physical play, while also developing an understanding of the effect exercise has on their bodies.

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

Children are safeguarded well. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. Children take part in regular fire drills and

these are recorded in the fire log book. The manager and her team have morning meetings and staff regularly discuss safeguarding procedures, including whistle blowing, along with how to handle a concern or complaint. All staff including the registered person have designated roles and responsibilities and these are clearly understood by all members of the team. For example, recruitment procedures are the responsibility of the registered person and the delivery of the educational programme is the responsibility of the manager. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to assess staff's on-going suitability as well as to identify any areas for improvement. Staff are encouraged to extend their knowledge and expertise by attending training. Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support.

Staff fully understand the learning and development requirements. They plan purposeful play around the children's individual interests, and provide challenging next steps for each child. As a result, children make good progress in their learning. Partnerships with parents are strong and they are successfully included in their child's learning.

The manager is well supported by the registered person and the owner of the nursery. Together they put together action plans to improve practice, for example, reviewing the two year old assessments, along with the planning. She understands the need to monitor the educational programme and does so effectively because she along with her team complete the weekly planning, therefore, she has first-hand knowledge of what the children do. The nursery welcomes advice from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. Parent's comments during the inspection show they are happy with the care and education offered to their children, and children themselves are happy and content within the familiar environment.

### **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>	205513
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	919143
<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>	20
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Wishing Well Nurseries Limited
<b>Date of previous inspection</b>	14/10/2008
<b>Telephone number</b>	01905 451 976

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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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