

Wingate Private Day Nursery Ltd

Wingate House, Raglan Avenue, Keighley, West Yorkshire, BD22 6BJ

Inspection date	03/06/2013
Previous inspection date	05/11/2009

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

- High priority is given to involving parents in the life of the nursery and children's learning. Consequently, children settle well and parents have confidence, faith and trust in the staff who care for them.
- Children are offered a good range of activities that are planned around their individual interests. This means they are keen to be involved and become active learners who make good progress in their development.
- Children's health is promoted very well. They have lots of opportunities to benefit from fresh air and physical exercise and they are provided with nutritious meals.
- Children's transitions into nursery and between rooms are managed very well because they are tailored to their individual needs. This means they quickly develop close bonds with the staff who care for them, which supports their emotional well-being.

It is not yet outstanding because

- Children do not have a wide variety of opportunities to observe numbers and words and use these in context in their play in the outdoor area.
- There is scope to enhance the range of books readily available to children in the Kingfisher room, so that children's early literacy skills are better promoted and encouraged.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the playrooms and outdoor area.
- The inspector met with the manager and her deputy and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents and policies.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector undertook a joint observation with the manager of an activity involving children exploring leaves and playing imaginatively in the outdoor area.

Inspector

Diane Turner

Full Report

Information about the setting

Wingate Private Day Nursery Ltd was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a detached property set in its own grounds close to the centre of Keighley in West Yorkshire. Children are cared for in six playrooms over two floors, which are split into four main areas according to their individual age groups. There are secure areas for outdoor play.

The nursery employs 26 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3, one at level 2, one at level 5 and two have Early Years Professional Status. A cook is also employed. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. Children attend for a variety of sessions and there are currently 138 on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. It receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- increase the opportunities for children to see and use numerals and print in the outdoor environment, such as making number lines, signs and labelling available for reference and encouraging children to use them in their play
- enhance the range of books in the Kingfisher room which children can access independently, to further support them in developing a love of reading from an early age.

Inspection judgements

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

Staff are confident in their teaching and provide a good range of activities that are tailored to children's individual interests. This means children want to take part, and as a result, they increase their knowledge and make good progress in their development. Consequently, they are well-prepared for school when the time comes. For example, when a member of staff observes younger children are interested in playing with fallen leaves outside, she seizes the opportunity to extend their imaginative skills. She sets up a 'camp

site', with tepees and a 'fire' made from a piece of red fabric and logs. Children are then encouraged to gather leaves and pretend they are 'food'. The member of staff enthusiastically shows children how to put the leaves in a pan and 'cook' them on the 'fire'. Children are captivated by this concept and are keen to follow the member of staff's lead and try this for themselves. They beam with pride as they successfully 'toss' the leaves in the pan, which shows they are willing to 'have a go' and delight in their new skills.

Staff understand fully that very young children learn through exploration and provide a good range of materials of different textures they can explore in a variety of ways, to help them make sense of their world. For instance, babies become fully immersed as they explore building blocks. They turn these around in their hands and with the help of staff learn how to put them together to make a tower. Slightly older children enjoy making marks and patterns with their hands and pencils in a tray containing sand. This successfully helps children to make connections in their learning and develop their small muscles as they grip the blocks and pencils. Staff make sure that paper, pencils and crayons are readily available for children to access. Older toddlers keenly use these to practise their emerging drawing skills. For instance, one child delights in drawing a 'spider', carefully explaining how she is drawing a body and legs. This shows the child is able to distinguish between the different marks she makes, which lays the foundations for future writing skills.

A wealth of words and pictures are displayed indoors, to show children how these convey meaning. For instance, they find their named photograph to self-register and put it above their coat peg for the day. This means they can find their belongings easily. However, these rich opportunities to observe and use words are not fully extended to the outdoor area. This means children are not fully supported in understanding how they can be used in context in different environments. Books are readily available in all rooms, to support children in developing their literacy skills. However, the range in the Kingfisher room is not very varied. This means all children are not supported as well as they could be, to develop a love of reading from an early age. Staff carefully observe and assess children's learning and keep clear records of their progress. Parents are regularly invited to review their child's development record so they know how they are progressing and to add to this. For instance, one parent brings in paintings her child has completed at home to share with staff. This means staff have a full picture of children's development both in and outside the nursery and can plan precisely for the next steps in their learning.

Staff skilfully encourage children to develop their counting skills to support their mathematical development. For example, a member of staff encourages younger children to count numbers on a 'washing line' and to count items on cards and match them to the corresponding numeral. As she does so she encourages children to touch each item with their 'pointy' finger to develop accuracy. Numbers are displayed indoors, so children can use them for reference and in their play. However, these rich opportunities are not fully extended to the main outdoor area, which means children are not fully supported in understanding how numbers can be used in context, in different environments. Staff actively encourage children's communication and language skills through conversation and small group activities, such as stories, to develop their listening skills. Staff read stories with expression and use different voices to capture children's attention, which means they

are not easily distracted. Staff skilfully build up children's excitement, to maintain their interest, such as saying 'Ooh, shall we see what happens on the next page?' When they finish reading staff ask older children to recall what happened in the story, so they can gauge their understanding of this.

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

Children's transitions into the nursery are managed very well. For example, parents are asked to provide key persons with as much information as possible about their child as an individual. Settling-in visits are arranged and tailored to children's individual needs, so they gradually become familiar with their new surroundings at their own pace. For extra peace of mind in the early days, parents can stay for a while and watch their child at play on a monitor in the office. Children of different ages meet up throughout the day, such as during outdoor play, which enables them to get to know all staff. This, alongside consistent routines between the older toddler and pre-school rooms successfully aids children's transition to the next room. It also supports children to develop close relationships with their carers, which provides security and stability for them. Parents praise these transition arrangements highly and feel confident their child is settled and happy in the nursery. Children with special educational needs and/or disabilities benefit from the strong support provided by the nursery. Staff work very closely and cohesively with other professionals involved in children's care and skilfully use individual education plans to promote their learning well.

Staff provide good opportunities for children to take part in activities outside the nursery to broaden their experiences. For instance, they regularly take them to the library and arrange outings to a children's farm and a nearby park and museum. These experiences are clearly memorable for children. For example, older ones delight in recalling the stuffed animals they saw in a museum and how they had a picnic in the park and collected 'conkers'. Children's behaviour in the nursery and their understanding of personal safety is good. For example, staff teach children to hold on to the banister as they negotiate stairs and sensitively remind them not to put their knife in their mouth at lunch time as they may cut themselves. This encourages positive relationships and supports children to understand consistent boundaries within the nursery. Staff have high expectations of children. They actively encourage them to gain independence in doing things for themselves. For instance, older toddlers serve themselves one item of food at lunch time while the oldest children serve themselves all items and pour their own drinks. This means children assume responsibility and gain confidence in doing things for themselves according to their abilities. This in turn enables them to make a positive contribution to the nursery, which raises their self-esteem.

Staff pay very good attention to promoting children's good health. For example, they enable children of all ages to access the outdoor area each day. Children delight in the added dimension this brings to their play and learning. For example, younger ones challenge their physical skills as they walk along a pathway of large blocks, while others sweep up fallen leaves, ride wheeled toys and fill and transport buckets of sand. This enables children to benefit fully from lots of fresh air and develop good control in their coordination as they practise movements and master the use of play equipment. Children

are provided with nutritious meals. Staff sit with children as they eat and sensitively help them to develop a positive attitude towards healthy eating. For instance, they enthusiastically tell children what their favourite vegetables are and praise children for eating up their food, saying 'Well done, that will keep your energy levels up for playing this afternoon'. Staff ensure children clean their teeth after lunch. They remind children to make up and down movements with their brush and use a sand timer to encourage them to brush for the recommended amount of time. This means children successfully learn about maintaining good dental hygiene.

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

The manager plays a strategic role in making sure the nursery runs safely and efficiently and acts very competently as a leader, motivator and mentor for staff. This promotes children's safety, well-being and learning to a good standard. Staff are vigilant in carrying out daily safety checks and the security of the premises is good. For example, there is a coded entry system on the main door and parents know they must not let anyone else in that may be behind them. This means there is no unauthorised access to the building. Close circuit cameras are in place in all areas, with a monitor screen in the office, which means management can quickly view the day-to-day operation and staff's practice. The recruitment and vetting of staff is thorough, which means informed decisions about their suitability to work with children are made.

This inspection was brought forward following a notification from the provider in relation to an allegation against a member of staff. Following a visit by Ofsted, the provider was issued with an action to ensure that action taken in the event of an allegation being made against a member of staff is in line with the guidance of the relevant Local Safeguarding Board. A clear safeguarding policy is in place and action has recently been taken to amend this, to clearly show how any allegations against a member of staff will be reported to the relevant authorities within 24 hours. All staff are trained in child protection and are confident in knowing what to do if they have any concerns about a child's welfare.

Staff work extremely well together. They are dedicated to their role in caring for children and ensure they are supervised well at all times. Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, regular appraisals enable staff to self-reflect and set targets for their personal and professional development. Staff are supported fully by management in undertaking any further training. For example, the manager acts as a mentor for those undertaking further qualifications at degree level. This means staff continually develop their knowledge and practice, which in turn improves the outcomes for children's learning.

The owner and manager are committed to providing a high quality service and making continuous improvements. Their vision for the nursery is shared with the staff team and is fully supported by them, which means everyone works to the same beliefs. The manager has a good understanding of the setting's strengths and areas to develop, to move the nursery forward. The views of staff, parents and children are actively sought, which promotes an inclusive approach to the monitoring and evaluation process. Parents are

asked to complete regular questionnaires and any suggestions for improvement are implemented where possible. For example, some parents felt the daily diary sheets completed for younger children did not provide sufficient information. These have been amended as a result. The educational programmes and the progress of individual children is monitored successfully through various methods. This includes measuring children's starting points and their ongoing progress in communication and language using data collection methods from the 'Every child a talker' programme. Key persons complete termly summative reports for their key children, which enables them to determine if each child is meeting the expected development goals, or if they require additional support or challenge. This means each child is supported effectively in reaching their full potential.

The nursery gives excellent attention to working in partnership with parents and keeping them very well informed about all aspects of the service. For example, they receive a comprehensive welcome pack that leaves them in no doubt as to how the service operates. Advice leaflets about specific childcare issues are provided and they have access to a very well-presented and easy to navigate website. Parents are unanimous in their praise for the nursery. For example, they say that they find staff 'very approachable', feel their children are safe and are delighted with the progress their children are making. The nursery has positive links with the local schools, to support children's transition when the time comes for them to move on to the next stage in their learning. For example, teachers visit the nursery to get to know children in a familiar environment and discuss their progress with their key persons before they move into their care.

The Childcare Register

The requirements for the compulsory 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	EY266488
Local authority	Bradford
Inspection number	917581
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	138
Name of provider	Wingate Private Day Nursery Ltd
Date of previous inspection	05/11/2009
Telephone number	01535 610891

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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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