

Wren Nursery

The Wren Pavilion, Stoneleigh Park, National Agricultural Centre, KENILWORTH, Warwickshire, CV8 2RR

Inspection date	06/01/2014
Previous inspection date	25/09/2008

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

- Staff have a warm and caring rapport with the children which helps them form strong attachments. They are knowledgeable about children's individual needs and this promotes their emotional well-being effectively.
- Teaching is good because the staff team have a secure knowledge and understanding of how young children learn and develop. They carefully observe and assess children's progress to continually improve their learning.
- There are very good relationships with parents and other agencies involved in children's care, learning and development. This provides continuity, a smooth transition to nursery and enables all children to reach their full potential.
- The provider has good systems in place to monitor the educational programme and children's progress. The team are committed to continuous improvement and the views of parents are fully included in the self-evaluation process.

It is not yet outstanding because

- There is room to improve resources and activities to support children's rapidly developing understanding of themselves and the wider world, and to help them to further recognise similarities and differences in people.
- Babies and younger children do not consistently explore, discover and experiment with different textures. This is because resources such as sand, water and play dough are not readily available for them to use in their spontaneous 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with a member of the management team.
- The inspector took account of the views of parents spoken to on the day of inspection and the views of written feedback from parents.
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the providers self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector

Hazel White

Full report

Information about the setting

Wren Nursery was originally registered in 1992 and changed ownership in 2001. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and managed and operates from a single storey building in the grounds of Stoneleigh Agricultural Centre, on the outskirts of Leamington Spa and Coventry. The nursery serves the local and surrounding areas and has a ramped entrance so that it is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. All hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday all year round, except for public holidays and a week at Christmas. Sessions are from 8.30am until 5.30pm. Children attend for a variety of sessions. There are currently 58 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen children's understanding of similarities and differences in people and their communities. For example, by increasing resources which reflect diversity in a positive way
- strengthen opportunities for babies and young children to explore and discover different textures in their own time. For example, by providing easier access to resources such as sand, paint and play dough.

Inspection judgements

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

Teaching is good overall across the nursery. Staff naturally ask open questions to challenge thinking and extend learning. In addition, they recognise that children learn through play and that they have differing learning styles. Staff have high expectations of all children, finding out about what they can do from parents before they start at the nursery, and using this information to plan effectively for children's future learning. Ongoing assessment of children's progress is thorough. Staff monitor each child's development by carrying out regular observations as they play. This ensures teaching focuses on individual children's interests and the next steps in their learning. Adult-

focussed activities engage children and support their learning well. Furthermore, children involve staff in their play and as a result of these teaching techniques, children make rapid progress in their learning in readiness for school.

Staff caring for young children are fully aware of the progress check at age two for children. They understand the importance of providing parents with a summary of their child's development to further support learning at home, and to identify any additional support that might be needed to help them make the best progress. Parents are well-informed about their children's learning through daily discussions, regular formal meetings and the sharing of learning journey records. Staff encourage parents to share achievements obtained at home, and use this information in planning further activities. This means that children's progress is effectively shared with parents and their contribution to their children's learning is valued.

The nursery is a homely, friendly environment and in general resources are stored at a low-level to enable children to develop independence and curiosity. However, younger children are not able to explore textures such as sand and dough as effectively as the older children. This is because they are not as readily available in their base room. Cosy corners with drapes and cushions create a relaxing environment where children can rest or enjoy quiet activities, such as story time. All children use a variety of books which are attractively displayed. They love to listen to familiar stories, and staff are skilled at engaging children, sitting toddlers on their laps so that they can clearly see the book. This helps to sustain their interest and attention and supports children's learning and enjoyment. Young children eagerly join in a story about a bear hunt. Enthusiastically 'swishing and swashing' through the grass. They clearly have fun and are developing early literacy skills and becoming confident communicators.

Children show increasing skill in recognising and using numbers and shapes to support their play. They count how many eggs they collect from the hens and pre-school children learn to match colours and shapes when they complete card games. Children use their imagination very well, making birthday cakes from play dough. They competently use tools to cut the cake into squares and carefully place one piece of dried spaghetti on each piece to represent a candle. When playing 'shops' children learn to write for a purpose as they make lists of the things they need to get and in addition, they cleverly use a baby's rattle as a 'lolly pop'.

All children use the outdoor area frequently and are provided with plenty of fresh air and physical exercise. They climb equipment and negotiate obstacles as they ride wheeled-toys. Walks around the agricultural grounds optimise children's understanding of the natural world. For example, they notice the changing seasons, see an assortment of farm animals and equipment, and use binoculars to identify various birds. Children celebrate festivals such as Diwali, Christmas and Chinese New Year. However, there is room to improve resources and activities to support children's rapidly developing understanding of themselves and the wider world. This is so that opportunities for children to discuss and explore similarities and differences between different cultures and traditions are not missed. Children increase their understanding of how things work by exploring using technology through the use of programmable toys. Pre-school children use a computer and are competent in completing simple programmes, therefore, gaining a good

understanding of technology. Babies show great interest in toys with buttons, flaps and simple mechanisms, which they learn to operate independently. These opportunities help children develop useful skills for their future learning.

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

Children are relaxed and confident in the nurturing care of staff. They benefit from very good settling-in procedures, which are based around their individual needs. This helps to support children in the transition between home and the nursery. For example, children attend as many introductory sessions as they need, to ensure that they feel secure in their new environment. A well-established key person system supports children in forming strong attachments. Babies are cared for by experienced staff who are attentive to their individual needs. For example, babies are cuddled closely when they are tired or upset and this ensures their emotional needs are met. Successful handover systems within the nursery mean that children are introduced to their new key person and spend time visiting their new room which enables them to build close relationships. Children develop high self-esteem because staff are attentive and value their contributions. Young children are learning about sharing and turn-taking as staff skilfully intervene to help them resolve their difficulties when it comes to sharing popular resources. Older children are polite, kind and considerate to one another. Staff work closely with parents and other professionals to ensure any additional or medical needs are met. As a result, all children are fully included and encouraged to reach their full potential.

Children are well-nourished because they are provided with a good range of nutritious foods and a choice of fruits and vegetables. Meals are freshly prepared, onsite, using local produce when possible. Staff support children at mealtimes, helping them to use cutlery correctly to cut their food. As a result, they develop good self-help skills. Mealtimes are social occasions as the children sit chatting to their friends. Staff prepare formula milk for babies and keep records of the times that they have been fed. This helps to ensure that they receive their bottles as required and keeps parents effectively informed of their child's feeding routine. All children learn sensible hygiene routines because staff act as good role models when, washing their own hands.

Children learn about the benefits of exercise and they experience outdoor play throughout the day. They have a good variety of toys and apparatus which successfully support their overall health and physical well-being. Children are cared for in a safe environment. All areas and equipment used by the children are regularly checked to ensure that children are kept safe. Children learn and understand how to keep themselves safe because staff remind them how to use play equipment safely. For example, they learn to handle scissors with care and tread carefully when playing outdoors after it has been raining because the ground can become muddy and slippery.

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

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe from harm. All staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children and have been appropriately vetted. Thorough induction procedures ensure that new staff and apprentices have a secure knowledge of their roles and responsibilities. A bio-metric security systems mean that unauthorised visitors cannot gain access to the nursery. There are good arrangements for the collection of children because passwords are used when necessary for extra protection. Risk assessments are carried out on a regular basis and staff are well-deployed to ensure that children are kept safe.

The provider/manager has a good understanding of her responsibilities in meeting the learning and developmental needs of young children. All staff are qualified and some working towards upgrading their qualification in order to further enhance the service they provide. The provider has supported a member of staff in achieving Qualified Teacher Status and Early Years Professional Status. Furthermore, the ongoing professional development of all staff is underpinned through regular supervisions and appraisals. This shows the provider's commitment in providing high quality care and learning to children. An effective system is in place for regularly monitoring practice and this ensures the nursery is always evolving and improving. The nursery uses self-evaluation to identify areas for improvement and clear action plans are in place to bring about continual development. For example, staff created an informative food and menu display board for parents to encourage healthy eating and have plans to refurbish the garden to include a 'kitchen mud pit' for the children's enjoyment. The views of parents are obtained in a variety of ways to help fully develop the provision. For instance, this is achieved through discussion, email and questionnaires. This helps to further support long-term achievements and improve the quality of provision for all children.

Partnerships with parents are good and parents feel included and welcome in the setting. They are actively involved in their children's learning as their views, comments and ideas are sought. Parents know they can come into the nursery at any time and discuss their children's progress and talk to staff about their children's development. This ensures that a strong link between home and the nursery is maintained. Parents speak highly of the nursery and staff, their comments include, 'lovely friendly staff' and 'home from home environment'. Staff recognise the importance of smooth transition arrangements for the children's next phase in their learning. They have close partnerships with other early years providers to share information in order to fully promote children's learning, development and welfare. Partnership working with other professionals and agencies is already established and used to identify children's needs to help them make the best possible progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	200840
Local authority	Warwickshire
Inspection number	817938
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	58
Name of provider	Phillip and Penelope Shaw Partnership
Date of previous inspection	25/09/2008
Telephone number	02476 418957

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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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