

La Maternelle Wistaston

Wistaston Church Lane Primary School, Church Lane, CREWE, CW2 8EZ

Inspection date	16/01/2014
Previous inspection date	16/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The drive for continuous improvement is outstanding. Managers are passionate and totally committed to providing the best for all children and families.
- The setting's practice consistently reflects the highest aspirations for children's well-being and learning, key person relationships are strongly embedded and parents contribute to their child's learning in the nursery and at home.
- Children are extremely safe in an environment that is secure, well-maintained and stimulating. Staff have an excellent knowledge and understanding of all aspects of safety and how to safeguard children.
- Consistently high quality teaching throughout the nursery and the professionalism and high expectations of all the staff ensure that all children learn to their full potential, including those with additional needs.
- Children's communication skills are well-supported and therefore, they are self-confident, enthusiastic and motivated learners.

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 activities in the three playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager and spoke to nursery staff and children during the inspection.
- The inspector looked at children's assessments, planning and policy documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's workforce development plan and improvement plans.
- The inspector took into account the views of parents and carers spoken to on the day and from information included in the setting's own parent questionnaires.

Inspector

Margaret Foster

Full report

Information about the setting

La Maternelle Wistaston is one of a number of settings run by La Maternelle. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 2004 and operates from three rooms within the designated nursery building, situated in the grounds of Wistaston Church Lane School, in Wistaston, Crewe. Children attend from the local and surrounding areas.

Children have access to a secure enclosed outdoor play area. There are 277 children on roll, of whom 165 are in the early years range. The setting offers a before and after school club during the school term and a holiday club during the school holidays. The setting is in receipt of funding for the provision of free early years education to children aged two-, three- and four-years old. The setting supports children with special educational needs and/or disabilities.

The setting is open each weekday from 7.30am to 6pm. The out of school club is open each weekday from 7.30am to 9am and 3.15pm to 6pm during term time and from 7.30am to 6pm during school holidays. Pre-school sessions are also offered from 9am to 3pm, term time only. The setting employs 28 staff. Of these, two managers have Qualified Teacher Status, and two assistant managers hold Early Years Professional Status, 16 hold a qualification at level 3 in early years, three hold a qualification at level 2 in early years, of whom all are working towards a level 3.

What the setting needs to do to improve further

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

- enhance the organisation of furniture in the pre-school room for the younger children, who are less able to negotiate small spaces, so that they can more easily access all the resources in the environment to support their learning.

Inspection judgements

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

Children experience a wide range of educational programmes across the seven areas of the Early Years Foundation Stage due to the highly inspirational teaching and learning throughout the nursery. Children's baseline assessments are established through shared information from parents, which gives excellent starting points, and regular observations ensure that activities are well-matched to children's age and stage of development. Parents contribute to and are kept regularly informed of children's progress with consistent daily lines of communication from the nursery and their key person on how they can learn at home. Staff are extremely committed and make sure that any children with additional needs are quickly identified and the correct programmes of support and

arrangements for working with other professionals are put in place. Parents are diligently supported to acquire the best possible outcomes for their children, flexible offers of places and times ensure that children's learning potential is harnessed at the most appropriate times of the day to fit in with their routines.

A 'special moments' board is used to display photographs that children bring from home, capturing and celebrating important events in their lives and children are confident to tell their friends. For example, the arrival of a new baby brother or sister. Rich and varied opportunities for learning are explored, based on children's interests and detailed planning. Observations of children's activities are rigorously completed by the nursery staff and specific next steps identified for individual children. This ensures that all children make excellent progress from their starting points, including those with additional needs. For example, playing with real fruit and vegetables in the role play area outdoors, they count money, pricing the items and writing shopping lists. Children's knowledge of the weight, texture and smell of the fruit and vegetables engages all their senses and enhances quality learning experiences. Children are supported well by highly experienced staff having sound knowledge of child development and they are given lots of time to think through problems and share ideas. Children are therefore, well-prepared for future learning, such as when going to school.

Children's independence and confidence is nurtured and supported well, helping them to be confident, motivated and enthusiastic learners. The environment indoors and outdoors has a vast range of high quality and stimulating resources, which the children can access independently. Children's individually favoured learning characteristics and how they learn best are nurtured through the key person system being well-developed and staff knowing the children exceptionally well. Young children play with jigsaws on the floor, competently accessing and replacing them and staff support children to be independent by prompting them to where the things are kept, through using gestures and signs. However, occasionally, for the younger children the furniture is too close together and they find it harder to negotiate the small spaces to replace items that they have played with and their independence is slightly compromised. Children's communications skills are well-developed because the staff model good strategies to support and enhance learning, staff use questions creatively to challenge and extend children's learning. Consequently, understanding is very well-developed and children learn routines with ease and learn what is expected of them, as they are linked to fun activities. Children sing a song together at tidy up time so that they are learning about the routines of the day, which engages children in group activities helping each other and working together.

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

The well-embedded key person system ensures that staff know children and parents well and that children's needs are effectively identified and met. Children's settling-in process is varied and suited to each individual child, a calm and consistent staff nurture and develop close bonds with the children for the best possible outcome for them. Children's behaviour is excellent as clear expectations are communicated to the children and they follow the lead and there is exemplary role modelling by staff. Children are confident to talk to adults and respond positively to the encouragement to staff, who motivate and inspire children's

learning. The older children develop confidence to take on risks and challenge. For example, when they build bridges with crates in the outdoor environment, skilled staff encourage them to build two crates high and higher. Children's ideas are incorporated into the activity, through the creative questioning and they think of ways to balance their bodies when jumping off and walking along the crates.

Children access the outdoor areas every day and learn about fresh air and exercise and exploring natural environments ignites and inspires children's curiosity. Staff knowledge of toddlers' learning is evident by each child having their own bag to collect things while in the woods. The toddlers discover animals hidden in the trees and staff model sounds associated with the animals for toddlers to imitate. Children are highly valued and their interests followed, for example one of the toddlers heard the birds and made a whistling sound, the staff sang a song about birds to extend learning. Staff know children well and sense when they are tired and encourage them to keep walking by singing songs and rhymes on the way back from the woods. Children's relationships with staff are warm and reciprocal, they have lots of cuddles and nurturing and children are happy and 'snuggle in' and the most optimum conditions are created for learning. Children are well-prepared for transitions due to the strong relationships with the local schools and community and the regular routine visits to the school for lunch. Their well-developed confidence ensures that children are emotionally prepared for the next stage in their learning.

Care practices are exemplary and children's independence in washing hands before snacks and when they have been outside is prompted by staff and reasons why explained. Nappy changing in the day care, is carried out in-line with welfare requirements to prevent children being exposed to cross-infection. Children's independence is promoted by staff in encouraging them to put their chairs to the table at snack time, setting their plate and beaker and also in teaching about healthy choices. For example, opportunities for children to learn about the impact of exercise on their bodies are explored by them racing each other on the bikes one at a time to see who goes the fastest. Children are closely supervised by one staff member and the environment is controlled, to ensure that they are safe. Children's knowledge about risks in their play is extended and they feel their heart beating in their chests, as a result of the exercise.

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

Staff are knowledgeable about safeguarding procedures, they know what action to take if they have a concern about a child in their care, and children's safety is prioritised in all the environments in the nursery. They are vigilant in the supervision of children to ensure their safety and in meeting the ratios set out in the statutory requirements. Daily risk assessments are carried out and a high proportion of staff hold a first aid qualification. Clear records are kept, for example, for accidents, and the nursery is aware in what circumstances to inform Ofsted of any incidents. More highly experienced staff mentor new staff, to ensure that they are suitably knowledgeable about the children and their learning needs are consistently met. Recruitment and retention of staff are provided by following comprehensive policy and procedures, which are robust and coupled with supervision to provide an extensive staff training and development programme. Suitability

of candidates and checks on references are accessed and managed on appointment. Staff being shadowed by more experienced staff for an agreed length of time is negotiated with the new person. The setting have reviewed policies since the last inspection and brought in a much more discriminating interview process and support programme for new staff.

The leadership and management of the nursery are inspirational in their continued drive to improve quality experiences for the children in their care. Staff are well aware of their roles and responsibilities, they are deployed well and the team work supportively together to deliver quality learning and development experiences for the children. Observation, assessment and planning is detailed and ensures that children are progressing well towards the early learning goals. Recommendations from the last inspection have been implemented resulting in improved teaching of mathematics, particularly counting and recording numbers. The leadership and management team are highly competent in identifying the strengths and weaknesses in the nursery, both in the teaching programmes and staff development. They are determined to provide the highest quality resources and experiences for the children and families and therefore, in addition, the highest quality staff. Therefore, observation and appraisal of staff is regularly implemented. The management team know what actions to take in the event of a member of staff not meeting the required standards and actions to be carried out to address these issues.

Partnerships with parents are strong and established, supporting children's seamless learning from home to nursery. The management team gain valuable information from parents in questionnaires and act on them to support the continued improvement of the nursery and self-evaluation. Parents are unanimous in reporting their views about the setting and their high regard for the staff, all parents interviewed knew their key person and called them by their first name. Committed relationships with other professionals and the wider community enable interventions to be sourced to make sure that all children's individual needs are met and they are well-prepared for the next stage in their learning. The management team work closely with the local school to establish the impact of their teaching and learning on the children and to identify any gaps and draw up detailed plans to address them. Rigorous monitoring and evaluation form the solid foundation for being able to set challenging targets for future improvements. The provider knows the setting exceptionally well and has a clear direction of improvements documented for future developments.

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	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	EY291818
Local authority	Cheshire East
Inspection number	946710
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	277
Name of provider	La Maternelle Ltd
Date of previous inspection	16/02/2012
Telephone number	07950 029283

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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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Piccadilly Gate
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M1 2WD

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