

# Little Treasures at Wheeler Children's Centre

Wheeler Primary School, Wheeler Street, HULL, HU3 5QE

<b>Inspection date</b>	16/01/2014
Previous inspection date	08/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Children are supported very well by practitioners who are confident in their teaching and provide a wide range of interesting activities. Consequently, children are highly motivated, show great enthusiasm in their learning and make good progress in their development.
- The highly effective key person arrangements mean children settle well in the nursery, feel safe and secure and enjoy the time they spend away from their parents and carers.
- Positive relationships with parents and carers are developed through frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- Children have free access the outdoor area. Consequently, they benefit from lots of fresh air and physical exercise, which means they keep fit and healthy.

### It is not yet outstanding because

- Children do not have a wide variety of opportunities to observe numbers and print and use these in context in their play in the outdoor area.
- There is scope to further develop the opportunities for children to use materials to make marks in the outdoor area.

## 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 had a tour of the premises and observed children playing in all the playrooms and the outdoor area.
- The inspector met with the manager, the registered person and the deputy head of the school.
- The inspector spoke with practitioners and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager of an activity that involved children making marks with paint.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's improvement plan.

## Inspector

Diane Turner

## Full report

### Information about the setting

Little Treasures at Wheeler Children's Centre was registered in 2006 and is on the Early Years Register. It is linked to Rainbow Children's Centre and integrated within a refurbished part of Wheeler Street Primary School located in the Anlaby Road area of Hull. It is the responsibility of the headteacher, who in turn is responsible to a governing body. The nursery operates from four main playrooms and has a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6pm, excluding public holidays and two weeks at Christmas. There are currently 83 children on roll and the nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- extend 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 resources and opportunities for children to make marks in the outdoor area, to further support their good early writing skills.

## Inspection judgements

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

All practitioners are well qualified which means they are confident in their teaching. They provide a wide range of activities which arouse and fully capture children's interest. Consequently, children want to take part, and as a result, they develop their knowledge further and make good progress in their development. This means they are well prepared for school when the time comes. Practitioners understand fully that very young children learn most effectively through exploration. They provide a good range of tactile materials that help children make sense of their world. For instance, one child becomes fully immersed as she explores a mix of glue and shaving foam. A practitioner shows the child how to dip her fingers in the mix and emphasises the word 'splodge' as she lets it drop onto a paper plate. The child is keen to copy, which shows she is fully motivated in her learning and is supported in making clear connections. Once the child has an amount of

foam on her plate, the practitioner sensitively supports the child to extend her learning and develop her creativity by suggesting adding 'eyes', 'ears' and a 'nose' to represent a polar bear. The child is keen to do so and on completion the practitioner tells the child her bear is 'fantastic'. The child beams in response, showing she is proud of her achievement. This means children develop confidence in their abilities.

Practitioners pay good attention to supporting children's communication and language skills through conversation and group activities, such as stories, to develop their listening skills. They read stories with expression and successfully use props to capture children's attention, which means they are not easily distracted. Words, pictures and numbers are displayed indoors, to show children how these can convey meaning, and very young ones take part in interesting and unusual activities to make marks. For example, practitioners teach them how to make patterns to represent tracks using toy polar bears of different sizes with paint. They also skilfully use the opportunity to emphasise mathematical language, such as 'little' and 'big'. Practitioners explain to very young children what they are doing as they write their name on their work and they teach older ones how to write the letters in their name and recognise the sounds. This successfully helps children to blend letters together and begin to de-code words. However, these good opportunities to see and use print and numbers and make marks are not fully extended to the outdoor area. This means children do not have consistently rich opportunities to use these in context in all environments.

Children have good opportunities to direct their own play, which means they become independent learners. Toys and resources are varied and presented at children's height, so they make choices in their play. For instance, one child delights in freely exploring a block of ice in a tray. He shows surprise at how cold this feels and discovers how the warmth from his hands causes it to melt. This shows the child is learning about cause and effect in his own way. Practitioners 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 these. For example, each term they are asked to update their child's 'all about me' form. This means practitioners have a full picture of children's interests and can plan precisely for the next steps in their learning. Parents are actively encouraged to be involved in their children's learning at home, to promote a shared approach to helping them develop their skills. For example, activity sheets, with guidance for parents, are provided for older children to complete at home.

### **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 as much information as possible about their child as an individual, and settling-in visits are arranged so they gradually become familiar with their new surroundings. If children do become upset when they separate from parents, they are reassured by their key person that their parents will return, to ease any anxiety. This means children soon become confident in their environment. Discussions between key persons and visits help children to transfer between rooms with ease. Key persons make sure they are kept up to date with any changes in children's individual needs through

ongoing discussion with parents. This means practitioners can provide care that is consistent with children's home life, which provides security and stability for them. The nursery's relationship with the host school is excellent. For example, children accessing funded early education are cared for in rooms adjoining the Foundation Stage One classroom and they can join in freely with activities provided there if they wish. This enables children to have daily contact with the teachers into whose care they will eventually move, so relationships are well embedded and their level of development is known before the move is made. All of this makes children's transition to the next stage of their learning a natural and stress-free event.

Children's behaviour in the nursery and their understanding of personal safety is good. For example, scissors of different types are provided so they match children's abilities. Children are taught how to use them correctly, to avoid cutting themselves. The impact of this good support means children can confidently make snips and cuts in pieces of card, for example, as they take part in creative activities. Practitioners have high expectations of children. For instance, from an early age they encourage children to try and put on their own coat and boots before going outside. This successfully supports children to develop good self-care skills. Older children sit well together as a group because practitioners give them four 'jobs' to complete when they first come together. These are to sit, look and listen 'smartly' and keep 'smart' lips. This actively encourages children to develop good concentration and listening skills, and supports them to understand consistent boundaries within the nursery.

Practitioners pay very good attention to promoting children's good health. For example, they enable children to freely access the outdoor area each day, and a range of waterproof clothing is available for them to use. This means they can make independent choices about where they want to play and benefit fully from fresh air and physical exercise in all weathers. Children develop good control in their coordination as they practise movements and master the use of play equipment. For example, they confidently ride and push wheeled toys and dig with spades in a large sandpit. To enhance children's learning in the area, practitioners also lead activities that are linked to the theme being followed. For instance, they teach children how to build an 'igloo' with blocks and a sheet, to further support their understanding of the lifestyle of others in very cold countries. Children delight in helping to construct this and crawling inside. This means children also learn to solve problems as they build on a larger scale. Children are provided with nutritious meals and snacks. Practitioners sit with children as they eat and sensitively help them to develop a positive attitude towards healthy eating. For instance, they encourage very young ones to eat up their 'yummy' toast. They explain to older ones how eating up their vegetables will help them to develop strong muscles. Children delight in showing practitioners how this has worked when they eat up their carrots.

### **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. She acts competently as a leader, motivator and mentor for staff. This promotes children's safety, well-being and learning to a good standard. Practitioners are vigilant in carrying

out daily safety checks and the security of the premises is good, which means there is no unauthorised access to children. Arrangements for the recruitment and vetting of practitioners are robust, which means informed decisions about their suitability to work with children can be made by management. All practitioners are trained in first aid and safeguarding, and are confident in dealing with accidents and knowing what to do if they have any concerns about a child's welfare. Clear policies and procedures and well-maintained documentation underpin the safe and efficient management of the setting.

Practitioners work extremely well together and are dedicated to their role in caring for children. High adult-to-child ratios and good key person arrangements ensure practitioners are well deployed. This means children are supervised well at all times. Good attention is paid to the induction of practitioners who are new to the nursery, so they fully understand how the service operates and their role within this. The ongoing monitoring of the performance of all practitioners is good. For example, observations of their practice, to gauge the quality of their teaching, are regularly made by management. Regular appraisal meetings enable practitioners to self-reflect and set targets for their personal and professional development. This includes identifying any additional training needs. Consequently, practitioners continually develop their knowledge and practice, which in turn improves the outcomes for children's learning.

The educational programmes and the progress of individual children are monitored very successfully through effective tracking arrangements, for both individuals and groups of children. This means any gaps in children's learning and development can be promptly addressed, to ensure they reach their full potential. The manager has a good understanding of the nursery's strengths and areas to develop, to move the service forward. The views of staff, parents and children are actively sought, which promotes an inclusive approach to the monitoring and evaluation process. The recommendations for improvement raised at the last inspection have been addressed successfully and a detailed development plan is in place. This means the nursery's capacity for continuous improvement is good.

The nursery is welcoming to all families. Practitioners work closely with parents of children who speak English as an additional language, so they know key words in the child's first language. They work closely with other agencies and professionals to ensure children with special educational needs and/or disabilities receive the necessary support. Parents are kept well informed about the nursery through discussion, open days and displays. A diary is used to record any communication practitioners have with parents, and this is checked by the manager on a daily basis. This means any concerns are dealt with promptly, with a record being made of the outcome. Parents' comments about the nursery are very positive. For instance, they describe staff as friendly and approachable and they are pleased with the progress their children are making in their learning.

## 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

<b>Unique reference number</b>	EY337000
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	950453
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Wheeler Primary School Governing Body
<b>Date of previous inspection</b>	08/01/2013
<b>Telephone number</b>	01482 353125

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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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