

Wood Fold Fledglings

Wood Fold Primary School, Green Lane, Standish, WIGAN, Lancashire, WN6 0TS

Inspection date	03/12/2013
Previous inspection date	07/02/2012

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 nursery continues to be outstanding and has improved since the previous inspection due to a continuous drive to deliver expert practice and an exceptional educational programme which supports children's learning and development impressively.
- Leadership and management is outstanding. Leaders continually search for ever-improving ways to support children's development through rigorous monitoring, auditing and heavy investment in the training and development of staff.
- Teaching and learning is excellent. Staff have outstanding expertise to help the children to blossom. Their knowledge and understanding of specific approaches which promote children's communication and language, their physical development and their personal, social and emotional development, help children make outstanding progress.
- The exceptionally well-planned learning environment supports all aspects of children's care and learning extremely well. Use of the outdoors to promote learning is fostered impressively and the nursery uses its excellent links with the host school to make use of the hall and other areas of the school grounds to extend learning opportunities.
- Experienced, consistent and supportive staff provide a tailored package of care for individual children. This helps keep children safe and means they are extremely well looked after. The individualised support, particularly for those with special educational needs and/or disabilities, results in children making some exceptional progress.
- Partnerships with the host school, parents and other professionals involved in children's care and learning are outstanding. These links benefit the children's well-being and their learning exceptionally well.

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 observed activities in the designated nursery room, lunchtime in the school hall and play in the outdoor learning environment.
The inspector spoke to the management team, staff and children during the inspection. She also took account of the views of parents spoken to on the day and through comments made in the setting's documentation.
- The inspector carried out a joint observation of staff and children with the provider/manager.
- The inspector looked at documentation, including children's records, assessments, planning, risk assessment and a selection of procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Angela Rowley

Full report

Information about the setting

Wood Fold Fledglings Nursery has been operating since 1993 and was registered to the current provider in 1993. It is on the Early Years Register. It is situated within Wood Fold Primary School in the Standish area of Wigan, Greater Manchester and is managed by an individual. The nursery serves the local area and is accessible to all children aged from two years. It operates from a designated nursery room and has scheduled use of the school hall and the library. There is an enclosed area available for outdoor play.

The nursery employs six permanent members of childcare staff who are supported by a team of five cover staff. Eight of the staff hold appropriate early years qualifications at level 3, including one qualified to foundation degree level. The nursery opens Monday to Friday during term times only, from 8.45am until 4pm. Children attend for a variety of sessions. There are currently 43 children attending. The nursery provides funded early education for three- and four-year-old children. It supports a number of 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:

- consider further ways of using profile information and other secure evidence to demonstrate sustained impact of the specific measures taken to improve the provision, on children's learning and well-being.

Inspection judgements

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

Children's enthusiasm for learning and the level to which they succeed, is enhanced by highly skilled and experienced staff who recognise every child as a unique individual and support them very effectively. Staff implement some expert teaching strategies to promote learning across the Early Years Foundation Stage. Consequently, all children, but particularly those with special educational needs and/or disabilities, make excellent progress. Staff know this is the case because right at the start they work extremely closely with parents to establish children's needs and identify their starting points to form a baseline assessment. They hold regular meetings to continually share information and plan for children's future learning priorities. They use an extensive range of strategies to involve parents in children's learning. These include providing a wide range of targeted activity packs to support their child's learning in fun ways at home, for example, to promote children's communication and language, or engagement in physical activity. As a result of such a wide range of strategies staff, parents and children build highly productive

relationships. This supports, for example, parents whose children speak English as an additional language, to spend time in the setting reading stories in dual languages and contributes to the development of children's understanding of the books explored.

The well-organised and highly enabling environment, enhanced by meticulous planning and monitoring of an exceptional educational programme, ensures all areas of learning are promoted effectively. Children learn through a balance of both child-initiated play and targeted adult-led experiences which have specific learning intentions in mind. Weekly enhancements to the continuous play provision directly respond to children's individual interests and learning needs and staff use their expert knowledge to support children's learning through play. The range of expertise among staff to help children's learning is exceptional. Various staff have been trained to teach skills, for example, of communication, such as signing, and these skills are passed to all staff. Strategies, such as 'Every Child a Talker' and Elklan, which are initiatives to support speech and language, enable all staff to focus on communication and to intervene early when additional support is required. As a result, children, including those with English as an additional language and special educational needs and/or difficulties are seen signing to staff, and levels of attainment in communication and language are high. 'Chatting areas' and 'chatting chairs' are provided to encourage children's speaking skills. The story of the week is enhanced by props and encourages children's interest in books. This leads to phonics play and more able children are encouraged to recognise high frequency words to extend their early reading skills. Staff use ideas from the 'scrimbling project' and encourage children to use large circular movements with ribbons, which facilitates mark making on a low-level, wall-mounted white board and supports early writing. These skills are enhanced by innovative teaching methods to support children's tripod grip, necessary for pencil control. Children practise this as they draw, record on charts and write their names recognisably in cards and on envelopes in the post office role-play area.

Staffs' understanding of the characteristics of learning facilitates high quality teaching. The highly enabling environment supports children to play and explore. Outdoor learning is a real focus and reported as having a significant impact on the levels of engagement of boys in particular. Staff provide a wide range of opportunities to encourage exploration and investigation. Children use the outdoor classroom and enjoy pond dipping for tadpoles. They access magnifiers to explore bugs and binoculars to look for and chart the birds they see from the bird hide. The use of technology to support learning is extensive. As a result, children independently operate tablets and the computer, take photographs and use headphones to facilitate their learning. Skilful questioning supports children to think through problems and staff play alongside children modelling self-talk, describing actions as they play and emphasising key words to increase vocabulary. The rigour and accuracy of monitoring individual children using the meticulous observation and assessment process ensures that children who need additional support are identified quickly and targeted interventions are swiftly matched to their needs. This ensures that, given their starting points, they make some exceptional progress and develop the attitudes, skills and dispositions they need in readiness for school when the time comes.

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

The highly successful implementation of the key person system along with the exceptional deployment of staff and support staff, ensures that all children are extremely well cared for and form secure emotional attachments in the setting. The most consistent, qualified and experienced staff are given the responsibility to act as key persons for individual children. This means they are fully able to take a close interest in the development of the children in their care and have a comprehensive understanding of just how well each child is doing. Transitions into the setting are exceptionally well managed. Parents are invited to visit with children before they start. They are provided with information to complete so staff understand children's needs and have detailed and specific information to conduct a baseline assessment. This helps them plan for and meet children's needs immediately. Discussions with parents during these visits enable staff to identify specific needs and tailor the admission process for individuals. For example, when needed, staff support children's transition into the setting by visiting children at home in order to build relationships before they start. Consequently, children settle quickly, enter happily and become independent and motivated learners. Staff go the 'extra mile' to support parents when needed, which helps them in turn provide better support for their children. The impressive commitment to developing such close partnership working fosters children's emotional well-being superbly.

Children are very self-assured and demonstrate high levels of self-discipline and independence. For example, they understand where things are and have no difficulty selecting and sharing resources and toys they are interested in. Children with special educational needs and/or disabilities also develop an ability to sit alongside their peers and use equipment together. Staff treat children highly respectfully. In turn, children work collaboratively and speak politely. They say and sign, 'thank you' because staff model this routinely. Staff are highly skilled and effective in managing children's behaviour and therefore children understand rules and boundaries and demonstrate excellent behaviour at all times. Staff positively reinforce wanted behaviours, such as 'good listening' or 'good remembering'. They provide consistent routines and, as a result, children know exactly what is expected of them. They know the electronic traffic lights in the room indicate the countdown to tidy-up time and they put toys away as a seamless part of the routine.

The highest priority is given to ensuring children's good health and their safety. Individual health and care plans are known by all staff and are immediately accessible if needed. Consequently, parents have a high degree of trust and confidence that their children are extremely well cared for and protected. Partnerships are also used to their best effect in supporting children's understanding of keeping themselves healthy. For example, the setting joined the 'Active Living Scheme' and along with their 'Smile For Health' award in recognition of a high standard achieved in promoting healthy eating and good oral health within the early years setting, they also achieved a 'Healthy Business' award. As a result, children learn about healthy lifestyles. They access fruit, milk and water independently, learn about the importance of brushing their teeth and take part in a wide variety of opportunities to engage in physical exercise. The impressive opportunities for learning outdoors mean children are outside in the fresh air and sunlight, necessary for their good health, every day. Superb links with the host school mean staff can access the school hall to undertake physical activity sessions with children and also for lunch where children operate very responsibly. They carry their own lunch tray to the serving hatch and select

their own items from the salad bar or manage their own lunch boxes with minimal support. Consequently, children are extremely well prepared for school.

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

Leadership is inspirational. The management team pursue excellence in all areas. They use their extensive experience and some higher level qualifications to underpin their consistently high expectations for the quality of care, learning and development offered to children. Procedures and documentation are rigorously reviewed and updated to ensure that all the requirements of the Statutory framework for the Early Years Foundation Stage and other legislation are exceptionally well met. This includes, for example, meticulous reporting following accidents. Procedures are followed up by robust monitoring of staff knowledge and practice. Recruitment processes are also very secure. Additionally, every member of staff undertakes a thorough induction, which provides excellent support and ensures a comprehensive understanding of systems before they undertake any appointed key person responsibilities. Induction also includes mandatory safeguarding and paediatric first aid training and this is audited and updated routinely. Consequently, staff have a first-rate knowledge of the setting's excellent procedures which help to safeguard children's welfare. For example, every staff member carries specific contact details in case they should ever experience concerns about the practice of a colleague. Risk assessment is rigorous, well considered and continually reviewed in line with the specific needs of individual children. Doors are alarmed, gates secured and an impact absorbent surface provided to support children's outdoor play and to enable them to challenge their physical skills in safe ways.

Managers and staff have embedded a culture of reflective practice and self-evaluation and their high aspirations ensure continued improvements are detailed in comprehensive development plans for the nursery. This demonstrates a very strong capacity to maintain continuous improvement. Focussed and astute monitoring of the quality of teaching through peer observation using expert knowledge of specific strategies, for example, 'Every Child a Talker' initiative, drives specific improvements in practice. Performance and appraisal monitoring is of a high quality ensuring that training and professional development is tailored to both the staff's needs and to those of the children. Managers have introduced many successful projects and undertaken targeted training to provide expert provision in response to the needs of the children attending. For example, the manager has undertaken high level training in supporting speech, language and communication needs. Following targeted audits, the learning environment has been redecorated and reorganised to promote communication-friendly areas. Additionally, parents of children who speak English as an additional language have been encouraged to read dual language books to support children's understanding. Staff have embraced 'scrimbling' strategies to support children's physical development and early writing skills and use recognised phonics guidance to support early literacy. This has led to the necessity to provide further challenge to some children. As a result, managers have used their superb partnerships with the host school to enable them to deliver the 'Every Child a Reader' programme, which is an initiative to support early reading and to promote innovative strategies to support the development of children's tripod grip necessary for

writing. This leads to the outstanding teaching seen in the nursery and the excellent progress children make across the Early Years Foundation Stage. There is scope for the manager to drill down further in the monitoring of learning to more specifically assess the impact of the projects they undertake on children.

Parents contribute significantly to the quality of the provision for children through evaluation processes, questionnaires and their daily interaction with staff. Partnerships are highly effective at all levels. The nursery's wide range of highly inclusive communication strategies result in excellent relationships and therefore engagement with parents and carers. The setting is proactive and makes the most of its links to secure smooth transitions for children and to meet their individual needs. They use their expertise to support children through a real understanding of the parent role as the first educator, valuing their contributions to planning for children's learning and their well-being. Parents are highly complimentary of the setting and enthuse about the passion of the staff who go 'above and beyond' in so many ways and provide a 'tailored package of care' to meet the needs of individuals. Partnerships with other professionals are used to the best effect and enable staff to deliver individualised and highly inclusive provision for all children. As a result, any necessary interventions to support learning are swiftly sought and the setting can demonstrate how they close gaps in learning impressively.

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	EY435120
Local authority	Wigan
Inspection number	941923
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	43
Name of provider	Joan Mort
Date of previous inspection	07/02/2012
Telephone number	01257400033

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Type of provision

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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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