

Wingate Community Childcare LTD

Wingate Children's Centre, Partridge Terrace, Wingate, County Durham, TS28 5BD

Inspection date	21/02/2014
Previous inspection date	04/03/2013

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		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

- The quality of teaching is outstanding and consistently of a high quality because activities are carefully planned covering all areas of learning and development and they follow each child's individual interests.
- There are effective and successful strategies in place to engage parents in their child's learning. Therefore, parents are able to continue to support their child's learning at home.
- The managers and staff team create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with peers and adults working with them.
- All children are equally supported in their learning and development because planning and assessments are concise and monitored consistently.

It is not yet outstanding because

- There is scope to develop further children's understanding of differences of people and communities, with particular regard to disability.

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 viewed all areas of the premises and equipment, and observed activities in all of the playrooms and the outside play areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
The inspector held meetings with the management team, completed a joint
- observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Amy Armstrong

Full report

Information about the setting

Wingate Community Childcare Ltd was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises within the Wingate Children's Centre. The setting serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play.

The setting employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including four members of staff with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 104 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- provide further resources and activities to raise children's awareness of people's similarities and difference, with particular regard to disability.

Inspection judgements

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

Staff have an excellent understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and use this very well to support children in their learning. Planning is based upon the individual next steps for each child, identified by their key person, and activities have different skill levels to enable all children to take part, appropriate to their development. A balance of adult-led and child-initiated experiences is provided and children are encouraged to make independent choices from a wide selection of toys, equipment and resources available. As a result, children thoroughly enjoy the time they spend at nursery. They are excited and motivated to learn and staff are equally as enthusiastic to guide their learning and development through positive interaction. For example, children giggle and laugh while staff use a large piece of fabric to sing songs and rhymes at circle time. Staff encourage children to lead the facilitation of circle time by asking them for ideas of what songs to sing and the props to use. This provides children with the confidence and independence to participate and to share their own ideas. Children enjoy rich and varied experiences on a daily basis that promote all areas of learning and development. Consequently, children make outstanding progress in their learning from their starting points and are exceptionally well prepared for the move into the attached nursery school.

The quality of teaching is outstanding. Staff are highly skilled in identifying when to extend and challenge children's learning. For example, they recognise when children's development and critical thinking skills can be stretched by introducing complex open-ended questioning, such as 'Why won't this shape roll down the ramp?' during a child-initiated natural resources activity. Children are given the time and space to respond to questioning and are extremely confident in communicating with staff and their peers. Children's all-round development is significantly enhanced in all areas of the nursery, both indoors and outdoors. Children are able to access resources independently and their desire for learning is supported extremely well by their key person, who understands their interests and abilities. Children enjoy woodland and forest school activities where they are able to learn about the natural environment around them, participate in den building and develop their understanding of the world. Children's literacy skills are exceptional as they can draw and write with purpose. For example, children recall events that occurred while out in the woods and were able to draw the trees that they saw while they were there.

Children are exceptionally well prepared for the next stage in their learning. They learn to recognise and begin to write their name, develop counting and other mathematical skills, learn how to concentrate for group activities and attend to their personal hygiene and dressing needs. Staff keep parents informed of their child's learning and development, and provide opportunities for them to discuss their individual needs. Assessments are rigorous and all staff complete accurate observations and track individual progress. Children have individual learning journals that contain photographs and observations which are linked to the Early Years Foundation Stage. Progress checks are completed regularly to ensure children continually make progress in learning and development. Parents have opportunities to discuss their child's learning at parents' evenings or by accessing their learning journal when required. Progress checks at age two are completed with parents and health visitors to ensure information is shared effectively and appropriate support can be sought if needed. Parents are kept informed of how they can support their child's learning at home and are encouraged to add to their child's learning journal. This ensures consistency at home and nursery, resulting in excellent partnership working.

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

Children have fun and clearly enjoy their time spent at nursery. The managers and staff team create a warm and welcoming environment where children settle well and develop close relationships with peers and adults working with them. Children feel secure, at ease and develop confidence and independence because staff have a good idea of what children enjoy doing and have high expectations of them. For example, staff remind children to use 'please' and 'thank you' during snack and lunch time. They encourage children to dress and undress themselves for outdoor play, tidy up and pour their own drinks. This supports children's growing independence and self-help skills very well. Staff give an abundance of positive praise and encouragement to children throughout the day. This means children feel valued and promotes their self-esteem and confidence. Staff are good role models and behaviour expected of children is modelled by them. As a result, behaviour in nursery is exceptionally good and minor disagreements are sensitively challenged to enable children to understand the importance of making good behaviour

choices. There are age-appropriate rules and boundaries in place and children are beginning to understand how to manage risk. For example, they understand the importance of handling tools and equipment safely. Older children are beginning to understand the differences in people and communities. However, there is scope to develop this further by providing resources and activities to raise all children's awareness of people's similarities and differences, with particular regard to disability.

A well-established key person system is in place, which helps children to form a secure bond and attachment, promoting their physical and emotional well-being. Children settle quickly into the nursery as there is an effective settling-in procedure, enabling children and parents to feel comfortable and to settle at their own pace. Staff take time to find out the interests of each child when settling into the nursery. This means that staff know the children well and are able to respond quickly to meet their individual needs. For example, in the birth to two-year-old room staff are quick to respond to a child crying, knowing that it is time for a sleep. Parents spoken to during the inspection describe how well staff support their children's all-round development. They use words such as 'amazing' and 'approachable' to describe how they feel the staff are with them and their child. Children are offered healthy snacks and nutritious meals that are freshly prepared on site each day. Drinking water is freely available to them. Daily menus are shared with parents and recorded in young children's daily diaries. Staff sit alongside children when eating and encourage them to use their cutlery correctly and to serve themselves. Mealtimes are a social occasion in nursery with a calm and relaxed atmosphere. Children are beginning to understand the importance of physical exercise and fresh air. They enjoy outdoor play and forest school activities which enable them to run, climb and explore the natural environment.

Children are well prepared for the transitions they make into different rooms or into the attached nursery school. They make regular visits supported by their key person and information is shared to ensure there is continuity in their learning and development. The nursery has clear plans in place to link with other agencies and professionals. For example, a speech and language therapist visits frequently to offer support and the progress check at age two is done alongside the child's health visitor.

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

This inspection was brought forward as a result of the nursery notifying Ofsted of an incident that occurred in nursery when a child was able to access a bottle of anti-bacterial cleaner. This inspection found that the nursery has appropriately dealt with the incident. They have completed relevant risk assessments and paperwork following the incident and all staff are aware of the revised health and safety policy. As a result, children's health and safety are assured in the nursery. The manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children's safety and well-being are given high priority. This ensures that safeguarding policies and procedures are effectively implemented. Robust recruitment processes ensure that staff are appropriately qualified and meet stringent suitability requirements. A thorough induction process is in place for

new staff. They receive a high level of support from managers and senior staff to ensure that they carry out their role effectively. Regular supervisions and appraisals take place so that all staff performances are monitored and they are supported in their continuous professional development. There are a variety of training opportunities available to staff, which include full in-house training days.

Observations, assessments and planning documents are monitored to make sure that it is consistent, concise and displays an accurate understanding of all children's abilities and progress. The manager analyses all developmental tracking documents to ensure that support is targeted to meet each child's individual needs. As a result, children receive timely support and intervention. Self-evaluation takes into account the views of parents and children when evaluating practice and setting priorities for the future. There is a comprehensive improvement and action plan of what, how and when they would like to achieve the priorities. Some of the priorities have already been achieved, for example, embedding a more effective supervision and appraisal system. The manager has a strong drive to improve the nursery and is always looking for new innovative ideas like plans to develop forest and woodland school further and to monitor the impact that this is having on the children's development. The nursery works well with the local authority and the attached nursery school headteacher, which further enhances the self-evaluation process.

Partnership with parents and carers are a clear strength of the nursery. Words such as 'wonderful' are used to describe the care that the children and families receive from the nursery staff. Parents are kept fully informed of their child's learning and development through regular verbal and written feedback, parents' evenings and access to learning journals. The manager and staff are committed to working in partnership with other professionals and settings to ensure that children receive appropriate interventions and the support needed.

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	EY336563
Local authority	Durham
Inspection number	955685
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	104
Name of provider	Wingate Community Childcare Ltd
Date of previous inspection	04/03/2013
Telephone number	01429 838206

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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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