

# Wishing Well Nursery

76 Droitwich Road, Worcester, Worcestershire, WR3 7HT

<b>Inspection date</b>	18/02/2014
Previous inspection date	24/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children form secure emotional attachments to staff, as a result they are happy and content. Partnerships with parents and other agencies are generally good with information being shared to ensure children's needs are met.
- Children make steady progress because staff have a sound understanding of how to capture children's interests and recognise that they learn through play.
- Children are safeguarded as staff have a secure knowledge and understanding of their roles and responsibilities towards child protection.

### It is not yet good because

- Although, staff have regular access to training, it is not sufficiently focused on improving the quality of teaching and delivering the best possible outcomes for children.
- Observations and assessments of individual children's learning and development are not rigorous enough to ensure that the next steps in their learning are consistently identified to better promote their good progress through consistent levels of challenge.
- The environment is generally safe, welcoming and adequately resourced. The nursery does not always make the best use of resources and space, to ensure children receive good quality learning experiences and a comfortable place to sleep.
- Staff do not always gather in depth information from parents on induction to ensure that children's progress is consistently monitored from the onset of care.

## 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 all areas of the premises and the outdoors.
- The inspector held ongoing discussions with the registered person, staff and children.
- The inspector looked at children's learning records, planning, assessments and other required documentation.
- The inspector sought the views of the parents.

## Inspector

Tina Smith

## **Full report**

### **Information about the setting**

Wishing Well Nursery was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven nursery and out of school club settings run by Wishing Well Nurseries Ltd. It operates from a two-storey building situated in Worcester city. There is an enclosed area available for outdoor play. The nursery is accessible to all children.

The nursery is open each weekday, all the year round, closing for bank holidays and a week between Christmas and New Year. Sessions are from 7.45am until 6pm. There are currently 70 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 21 members of childcare staff, of these 17 have appropriate level 2 or 3 early years qualifications. The nursery supports children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure training and development needs of all staff are identified, so they offer children a quality learning experience and deliver the best possible outcomes for children
- use information gained from observations and assessments of children's learning to identify and plan for the next steps in learning for each child, so that they make as much progress as possible.

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

- make the best use of space and resources to ensure that children in the baby room are provided with good quality learning experiences, which keep them motivated and engaged and which enable them to sleep comfortably
- enhance the depth of information gathered from parents on induction, to ensure that children's progress is consistently monitored from the onset of care.

## Inspection judgements

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

Staff have an adequate knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Appropriate levels of support are provided to ensure children have the opportunity to make steady progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been attending. Staff plan play around the children's interests, for example, the trains and construction toys are out ready for use. The nursery gathers information from parents on induction about their child's interests, care needs and routines. However, staff do not always gather in depth information from parents to ensure that they can consistently monitor children's progression from the onset of care. Staff regularly observe and assess where children are in their learning and development. However, these observations and assessments are not rigorous enough to ensure that the next steps in the children's learning are consistently identified, to better promote their good progress through consistent levels of challenge. Each child has a learning record, which parents are invited to review. These contain staffs' observations as well as photographs of the children playing, along with pieces of their work. In addition, the nursery are completing the required progress check at age two years for each child and parents are asked to contribute to it. Parents and staff exchange information on a daily basis, for example, staff talk to the parents at the beginning and end of the day about what their child has been doing. In addition, the nursery sends out newsletters, which give parents information on the areas of learning the nursery will cover in that month/term. Also young children have daily diaries, staff give information about what their child has eaten, along with their daily routines, for example, sleep and nappy changing. As a result, parents are adequately informed about their child's progress, as well as being able to continue their child's learning at home.

Children are settled and secure. They are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, young children carefully balance and build a tower with bricks in the sand tray, before practicing their filling and emptying skills using various sized containers. They express their creativity and enjoy making marks as they use a selection of small paint and tooth brushes. Staff talk about shapes while they paint, for example, they identify the difference between a round and an oval shape. During outdoor play, older children use their imaginations as they pretend to be space rockets. Their physical development is well promoted as they run around, going fast and slow. In addition, they use their arms to make different shapes as they announce 'I'm zooming', another child declares 'I zoom faster'. Staff support children's communication skills as they talk to them throughout the day. For example, children excitedly watch the workman and road works opposite the nursery. Staff use this time to talk about the dangers when crossing the road and children excitedly explain red light means stop. This interaction promotes the children's self-confidence, self-esteem as well as their communication and language skills. Skills, which help them in readiness for school. Children are beginning to learn about the world around them and their community because they have the opportunity to grow vegetables, such as pumpkins in the nursery garden, as well as visiting places within the community. For example, they delivered mince

pies to the local care home. Children have access to an appropriate selection of books, which they handle correctly. Young children sit quietly reading to themselves and older children enjoy story time where they listen attentively to the reader, anticipating what happens next. Mathematics is incorporated into everyday routines, such as counting how many children are lining up, as well as how many cups are needed at snack time.

Babies are cared for in their own area. Staff are caring and kind, giving them lots of cuddles and reassurance. These responsive reactions raise the babies' confidence and contributes to their overall emotional well-being. They enjoy playing with resources, which are developmentally appropriate, for example, they enjoy making noise with rattles, as well as building small towers with blocks. All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff recognise their individual learning needs and support them to join in activities at their own pace.

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

Key aspects of children's well-being are sound. The nursery has an established key person system. This helps to promote children's emotional well-being as well as maintaining a regular two-way flow of communication with parents. Staff are caring and kind. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle or reassurance. The nursery has suitable settling-in procedures, for example, children attend taster sessions, which enable them to become familiar with their new surroundings and staff. As a result, children soon settle into nursery routines. There are clear arrangements in place to introduce children to different rooms within the nursery as they are given opportunities to visit before moving permanently. Learning records move with the child. These arrangements help children to make a smooth transition from home to nursery and when they move rooms. The nursery has appropriate partnerships with schools. Reception teachers are invited into the nursery, so they can see the children in their own environment and to discuss their individual needs. The nursery also completes the local authority transition records. Consequently, the transition between nursery and school is a positive experience for the children.

Staff create a warm and welcoming environment for children and their parents. Resources are generally clean and fit for purpose. Most are stored at low-levels and children have access to them, which supports their independence. However, the baby room does not make best use of its space and resources to ensure that very young children are stimulated, challenged and have good learning experiences. Children's health is adequately promoted because the nursery follows appropriate hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children are provided with areas to sleep where they are regularly checked. The cot room has both a visual monitor and a listening device, however, some babies do not sleep comfortably because they are put to sleep in buggies. Nappy changing practices are good with all staff wearing protective clothing and washing their hands after changing nappies. Daily records of nappy changing are maintained, including the times and the member of staff who changed the nappy. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, they wash their hands, and put on their own coats. The nursery has a full-time cook who prepares daily healthy

meals, where all dietary requirements are taken into account and addressed. Pre-school children bring a packed lunch and the staff encourage healthy options, for example, fruit and yoghurt instead of crisps and sweets. Children behave well because staff are positive role models, giving clear guidance as to what is expected. For example, to sit nicely on the chair at lunch time, to take turns and to share. Children are beginning to learn about their own safety, they are reminded to take their hands out of their pockets and to hold the rail when walking down the stairs. Children learn about the importance of exercise and fresh air because they have regular opportunities for outdoor play. They enjoy using ride on toys as well as running and jumping in the outdoor space.

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

Children are safeguarded in the nursery because all staff and management have appropriate knowledge of child protection procedures and know what to do if they have concerns about the children in their care. There are signing-in procedures for all visitors, staff and management, as a result the nursery is fully aware of who is in the building at all times. Most staff have current first aid certificates and therefore, are up to date in the knowledge and skills needed to deal with these instances. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. All staff including the registered person have designated roles and responsibilities, which are understood by all members of the team. For, example recruitment procedures are the responsibility of the registered person and the delivery of the educational programme are the responsibility of the manager. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Each year staff are asked to sign a declaration form, which states that they remain suitable to work with children. In addition, staff receive annual appraisals. Partnerships with other professionals are established and staff work closely with them, in order to help children who need additional support.

Staff have an appropriate understanding of the learning and development requirements. They plan play around the children's interests, which enables them to make suitable progress in their learning. Partnerships with parents are sound. Their views are sought through daily informal discussions as well as by completing questionnaires. In addition, key persons spend time with parents at the beginning and end of the day, advising them about their child's time at nursery. Also young children have daily diaries, which are sent home each day. This two-way flow of communication ensures that parents are kept informed about their child's daily needs and activities.

The registered person and management team understand the importance of monitoring the educational programme, along with the quality of teaching and have suitable systems in place to do so. Staff attend some training events, such as first aid, safeguarding and behaviour management, to maintain their basic skills. However, the registered person has not yet established a secure training plan to monitor staffs' professional development and needs, so that they deliver the best possible outcomes for children. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to improve their practice. Comments from parents during the inspection

show they are happy with the care and education offered to their children. They remark on the friendly staff and how happy their children are when entering the nursery.

### **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

<b>Unique reference number</b>	257854
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	951856
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Wishing Well Nurseries Limited
<b>Date of previous inspection</b>	24/10/2011
<b>Telephone number</b>	01905 613401

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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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