

Warminster Garrison Nursery

The Community Centre, Firbank Crescent, Warminster, Wiltshire, BA12 0BY

Inspection date	20/03/2014
Previous inspection date	02/10/2009

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		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

- Staff use effective teaching methods to engage children in a range of activities which interest and challenge them successfully.
- The strong leadership and management within the nursery effectively promote continuous improvement through the consistent monitoring and evaluation of the provision.
- Staff have a thorough knowledge of safeguarding procedures and follow them to protect children and keep them safe.
- Staff work extremely well in partnership with other professionals to provide focused and well-planned support for children with additional needs.

It is not yet outstanding because

- There are fewer opportunities for children to practise their early writing skills and mark make for different purposes.

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 inside and outdoors.
- The inspector engaged in discussion with children, parents and staff.
- The inspector sampled a range of documentation including children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Michelle Tuck

Full report

Information about the setting

Warminster Garrison Nursery opened in 1969, and has been operating from its current building since 2010. It is situated in the community centre on army quarters in Warminster, Wiltshire. The nursery is open from Monday to Friday from 8.30am until 3.30pm term time only. They are registered on the Early Years Register. There are currently 90 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 20 members of staff, including the manager who holds a level 4 qualification. All staff except one are qualified to level 3.

What the setting needs to do to improve further

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

- provide more opportunities for children to practise their early writing skills, such as by labelling their pictures and writing for different purposes in role-play.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They provide them with a good range of activities and experiences that interest and challenge them effectively. This supports children to make good progress across all areas of learning. Children explore and mix paints to create pictures and paintings. They talk about what they have drawn, describing the features of the people in their picture. Children confidently use the computer, skilfully using the mouse and understand what they need to do to start the program again. Young children move confidently to find their favourite books and toys. They share these with their key person, and interact warmly with staff who play alongside them which increases children's enjoyment. These activities and interactions successfully promote children's confidence, independence and provide them with a sense of belonging. As a result, children are settled and enjoy their time at nursery.

The quality of teaching is good. There is a good balance of adult led and child initiated activities. Staff support children well to help them to achieve their next steps in learning. They regularly observe children engaged in activities, assess their ability and plan appropriately challenging opportunities to move them on to their next stage. Staff skilfully adapt their teaching to support different levels of ability. Consequently, all children make good progress in relation to their starting points and capabilities.

Young children confidently initiate role-play. They pretend to make cups of tea and cook

food in the pretend kitchen. They use language well to negotiate their role and cooperate well with one another. This shows children use their imaginations well and this also enhances their personal, social and emotional development. Staff teach children early mathematical skills as they sort, match and count toy animals. This enables children to acquire the skills they need to support their next steps in learning. Children have some opportunities to practise their early writing skills. However, this is not extended into the role-play area for the younger children and older children are not routinely encouraged to label their pictures or artwork.

Children for whom English is an additional language are supported well, as staff understand basic words in their home languages and use picture cards so children can communicate and learn English. There are good links with other professionals to support children with special educational needs and/or disabilities so that they are included in all activities and make good progress. Staff develop individual plans to help children to develop at their own pace and work closely with parents to offer continuity in children's learning.

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

Children are happy and settled at the nursery. They share warm and trusting relationships with their key person and staff. This successfully supports children's emotional and physical well-being. Staff know the children well and use this knowledge effectively to plan for their individual needs. Staff use lots of visual cues to encourage children to take turns and help one another tidy away toys and resources. Staff readily praise the children for their efforts and achievements, which effectively promotes their confidence and boosts their self-esteem. Staff set good examples and are positive role models for the children, as they are sensitive and respectful to each other. As a result, children's behaviour is good and staff manage this well. There is a good range of toys and resources that interest the children and contribute to their good progress. Staff provide good opportunities for children to explore different cultures and beliefs which helps promote a positive awareness of difference.

Children have good opportunities to benefit from fresh air and physical exercise in the nursery garden. They take part in obstacle courses, exploring different ways of moving around. Staff skilfully use these opportunities to teach children about their bodies as they talk to them about their heartbeat after exercise as they listen to it through a stethoscope. Children learn about the importance of living a healthy lifestyle. They enjoy nutritious snacks and regular drinks, which supports children's good health. Children follow good hygiene routines and are appropriately supported to become independent in their own personal care. Staff teach the children how to keep themselves safe, through discussion and through the practice of the emergency evacuation procedure. Children are actively involved in risk assessing the outside environment each day, which further promotes their learning. As a result children feel safe, secure and are well cared for.

The effectiveness of the leadership and management of the early years

provision

The manager and the staff team have a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are fully aware of their role and responsibility to safeguard children. Staff are clearly able to identify the signs or symptoms that would cause them concern and are aware of the correct reporting procedure if necessary. Staff carry out thorough risk assessments, including daily checks on the premises, outside area, toys and equipment which helps to maintain children's safety. Robust procedures are in place for induction, supervision and appraisal of staff, which includes observation of activities. This monitors staff practice and identifies any gaps in skills or knowledge to ensure the provision of targeted training and support. There are thorough systems in place to ensure staff suitability and regular reviews with staff to ensure ongoing suitability.

Partnerships with parents are strong. Regular information is shared and parents are encouraged to contribute and be involved in their child's learning. Good use is made of the notice board to provide parents with key information and parents' feedback is welcomed through questionnaires. Parents comment positively about the provision for the children. Parents feel welcomed at the nursery by the friendly staff and appreciate the support they receive. The nursery has established very good partnerships with other professionals and early years settings that children also attend. This includes the Inclusion Support Adviser and Speech Therapist, which ensures that children are fully supported to make good progress and consistency in care and education is promoted. This also contributes to children's needs being met.

Staff have a very good knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There is an effective planning and assessment system, which ensures that children's progress is effectively monitored, any gaps in learning are identified and action taken to address these. Systems to monitor the delivery and teaching of the educational programmes are well established. Staff plan activities that cover all areas of learning and meet individual children's needs effectively.

The manager and her staff team are enthusiastic and committed to maintain continuous improvement for the nursery. There are thorough self-evaluation systems in place, which all staff contribute to. Staff regularly reflect on their practice, identify their strengths and areas for development. This includes implementing a new tracker system, which has had a positive impact on children's 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

Unique reference number	145860
Local authority	Wiltshire
Inspection number	955725
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	90
Name of provider	Warminster Garrison Nursery Committee
Date of previous inspection	02/10/2009
Telephone number	01985210308

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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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