

Wingate Private Day Nursery Ltd

Wingate House, Raglan Avenue, KEIGHLEY, West Yorkshire, BD22 6BJ

Inspection date	11/03/2014
Previous inspection date	03/06/2013

The quality and standards of the early years provision	This inspection:	2
	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

- The management team effectively monitor how the provision operates. This ensures that the children's safety, well-being and learning is strongly supported.
- Children progress effectively with their learning. This is because the staff use the observation and assessments of the children successfully, to support the children's progress across the seven areas of learning.
- Children develop positive relationships with the staff and other children. This is because the staff attend to their individual needs effectively, by including them all and cheerfully praising their achievements.
- Parents are included effectively with how children progress within the provision. This shared approach between staff and parents, successfully supports children's achievements.

It is not yet outstanding because

- Babies' growing exploratory and physical skills are less well promoted.
- There is a capacity to develop text within the environment, to support children who use home languages other than English and scope to develop the staff's use of questioning during activities, to maximise children's critical thinking skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled a range of documentation that included, evaluation documents, children's records of learning and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector visited all the play areas indoors and outdoors and spoke to staff about the learning intentions of activities observed at the inspection.
- The inspector spoke to several parents, and children present.

Inspector

Melissa Patel

Full report

Information about the setting

Wingate Private Day Nursery Limited was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a detached property set in its own grounds close to the centre of Keighley in West Yorkshire. Children are cared for in six playrooms over two floors, which are split into four main areas according to their individual age groups. There are secure areas for outdoor play. The nursery employs 25 members of staff including the owner and cook. Of these, 15 hold appropriate early years qualifications at level 3, two at level 2, one at level 5 and two staff hold Early Years Professional Status. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. Children attend for a variety of sessions and there are currently 135 on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The provision supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The provision receives support from the local authority and is a member of the National Day Nurseries Association.

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 babies to develop their interests in exploring safe larger equipment indoors
- support the staff to help children develop their critical thinking skills by: consistently extending the use of open-ended questioning during activities and develop the labelling within the environment to further support children who use English as an additional language.

Inspection judgements

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

The staff understand the children's and babies individual learning needs effectively. This results in all ability groups receiving strong support to help them progress towards the early learning goals. Children are making good progress according to their starting points and time spent at the provision. The quality of teaching is good. The staff are cheerful and demonstrate enthusiasm as they interact with the children and babies. The staff plan interesting experiences for them building on their current interests, such as dinosaurs. For example, the staff introduce the toy dinosaurs into the sand play. They add different objects, to help the children learn how to operate different types of equipment as they explore. This supports their early technology and small physical skills well. The staff talk to the children consistently and guide them as they enjoy exploring the different textures as

they work out how to push the sand through the wheel. Staff support children's mathematical language effectively as they use words, such as 'on top' and 'under' as they play. Older and more able children enjoy a visit from a company that brings in real animals, such as, rabbits and snakes for children to see and hold if appropriate. Staff effectively build on this experience through discussion and add to their learning by planning to learn about insects through a bug hunt. This successfully supports children's understanding about aspects of the world. Babies are also learning about the world in which they live. For example, staff encourage them to explore the different sensory textures within the environment and in books. Staff consistently use language as they do so. This also supports their developing language and communication skills effectively.

Children are supported effectively in their early literacy skills. This is because Staff ensure that they have consistent opportunities to practice mark-making and children learn to recognise and write their own name. This is clearly evident, both indoors and outdoors, through varied tools used and which incorporate different media, such as paint. Staff throughout the nursery talk to children consistently including children who speak English as an additional language. There are examples of text in different languages to support children's home languages. However, there is scope to add more varied text in home languages and consistently throughout the nursery to maximise support to children's early literacy skills. Staff ask lots of purposeful questions that help children carry through tasks, recognise colours and count. This helps children follow through the thinking process and develop their thoughts. However, there are times when staff do not follow up questioning to extend children's critical thinking even further, such as, asking more 'how?' and 'what happens next?' questions. This means that there is scope within the provision to further develop children's critical thinking skills and to, therefore, help the children make the best possible progress that they can. Staff use the opportunity very well to develop children's physical skills outdoors, for example, more able children receive effective challenges as they join in an assault course, which involves judging how to manage space and time through a race. Staff enthusiastically encourage and motivate children to take part. Babies also have good opportunities overall to develop physical skills indoors and outdoors. This is because staff are pro-active in encouraging the babies to move on to their next stage, such as encouraging them to stand and walk. For example, suitable props, such as an appropriate stable bar is available to enable babies to pull themselves up and explore suitable resources outdoors. However, the opportunities to further extend the opportunities for more active babies' to explore and develop large physical skills, such as by climbing in and out of suitable resources, is less well developed at times while indoors.

Staff's understanding of how to use observations and assessments consistently, to plan children's next steps in learning across the seven areas is strong. For example, Staff are pro-active in how they use assessment successfully to ensure children develop their skills in all areas of learning. This includes those with special needs and/or disabilities. Staff put in extra support to help children develop if they need extra input, such as, with their communication and language skills. Children's progress is tracked effectively and as the staff know where the children are at with their learning they can plan purposefully to support their individual needs. Staff carry out regular summaries of their progress, which includes the progress check at age two, to guide them with planning activities for individuals. These written summaries are effectively implemented and shared with the parents. All of this supports children, including those with all-round development and their

readiness for school effectively. Parents are successfully included in their children's learning while at the provision through regular discussion and the sharing of the children's records of learning. This shared approach ensures that the staff and parents work together to help children progress important areas, such as, their learning communication skills and social skills. In addition, attractively displayed information throughout the provision gives parents useful detail how the provision operates and regarding key persons, who support their children. Information on how the children's learning is supported across the seven areas of learning is also available throughout the provision for parents.

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

Children's and babies' well-being and security is effectively supported. This is because each child and baby has a staff member assigned to them as their key person and they have a clear knowledge of their individual needs so that they can effectively support them. This also includes talking to the parents about the children's individual routines and needs. The good support children and babies receive also results in them forming close attachments and positive relationships with the staff. They are also supported well because they receive regular praise from the staff for their achievements, such as, for completing tasks and serving their own lunches. Children are all included well in activities and routines. This results in children forming good relationships with the other children, and their behaviour is positive. Children show a keen interest in the environment and they are motivated to learn. Staff are playful with the children and babies. For example, they join in and have fun whilst helping them become independent, through offering lots of choice from resources that are organised effectively overall. Children are developing a good understanding of the importance of living a healthy lifestyle through regular indoor and outdoor activities that promote exercise. They eat healthy foods, which incorporate lots of fruit and vegetables and children freely access water at any time.

Important care routines are carried out effectively. For example, children frequently wash their hands and they demonstrate a good knowledge of the importance of hand washing. Staff talk to children about why it is important, to follow appropriate hygiene practice. Nappy changes are carried through well and monitored to ensure all children and babies are clean. Staff are pro-active in reassuring that the babies and children are reassured when they become tired and staff make sure they sleep when they need to. This supports their emotional well-being effectively. The environment is clean and well-maintained and the provision inside and outdoors is effectively risk-assessed. This ensures that the children can explore the environment safely. The staff talk to the children about safety, for example, they discuss why it is important not to throw sand and why it is important to tidy up toys from the floor. This helps the children understand how to keep themselves safe, and to consider other people within the environment.

The staff's successful management of children's transitions between the different rooms within the nursery ensures that the children have good opportunities to settle well in their new room and enjoy their time. For example, the staff talk to the children about changes and key persons take the children to their visits initially before they move rooms.

Transitions are managed flexibly to meet the children's needs and timescales agreed with the parents. All of this supports children's emotional security and well-being effectively.

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

The management team demonstrate a strong overview of the safeguarding and welfare requirements. For example, they closely monitor how the children are kept safe from harm within the provision. This includes ensuring that all staff are kept up-to-date with their understanding on how to successfully keep children safeguarded, through meetings or training. This shows the strong priority given to ensure that staff have the knowledge and skills to ensure that children are protected effectively. The management and staff are clearly aware of the importance of responding to any possible safeguarding concerns, which includes notifying the required professional bodies of any significant events, to keep children safe and protected. In addition, the employment procedures are effectively implemented, to make sure that the staff are effectively background checked and therefore proved suitable to work with the children. The staff have a good knowledge of their individual role with regard to who to contact if there are any concerns about any child's safety and well-being. The safeguarding policy is readily available and effective in ensuring that the staff and parents are aware of the procedures in place to keep children safeguarded and what to do if there are any concerns. The induction procedures, supervisions and individual staff appraisals ensure that staff have ongoing support to work effectively with the children. Staff training, for example, first aid and safeguarding are regularly updated to support children's safety. The management and staff form good relationships with the parents, to support children's all-round development needs. For example, they communicate with the parents daily, issue newsletters and they plan parents evenings. This gives clear information to parents about how the provision operates to support their children and planned times, to discuss the children's individual needs and development in more detail.

The management and staff implement the learning and development requirements effectively, to support children. For example, this is demonstrated in how the staff take account of children's individual learning styles when planning to help children make good progress. The management and staff qualifications do have a good impact on children because the staff use and build on their knowledge, to ensure that the educational programmes are planned effectively to support children with their learning. The monitoring of the provision is good. This is because the management team are consistently pro-active in evaluating practice, and making the improvements identified. For example, the management team have recently improved the monitoring by regularly carrying out observations of staff working with children within the provision. These observations are then used to give support to staff in their job and, therefore, improve the support children receive with their learning and development. In addition, these observations cover how children's safety is implemented and how their well-being is supported. The management and staff have effectively implemented the recommendations raised at the last inspection. For example, they have introduced further number labelling and text outdoors, which they are using well to support children's mathematical and literacy skills. Easier access to books in the Kingfisher room also supports children's

literacy skills further. All of this effectively improves the support given to children's progression. Parents' points of view are included and voiced through discussion and sharing information through questionnaires and at meetings. Parents' views sampled at the inspection demonstrate that the staff clearly form effective relationships with the parents, working alongside them to support the children's learning, safety and well-being. Children have a voice because they can make choices and their interests are taken good account of during daily activities and routines throughout the day. This supports their all-round development well.

Staff form good relationships with other early years professionals, including where children also attend. This ensures that appropriate information is shared to support children's care and learning, and that there is the right input given to help the children make good progress. This ensures that children receive good support to their all-round development.

The Childcare Register

The requirements for the compulsory 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	EY266488
Local authority	Bradford
Inspection number	953057
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	135
Name of provider	Wingate Private Day Nursery Ltd
Date of previous inspection	03/06/2013
Telephone number	01535 610891

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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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