

# Wind In The Willows Childcare (Longbarn)

Fallowfield Grove, Padgate, WARRINGTON, WA2 0QQ

<b>Inspection date</b>	17/03/2014
Previous inspection date	15/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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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

- The staff and managers have a suitable understanding of child protection procedures as they update their knowledge. Staff have current first aid qualifications, which further protects children.
- Teaching in the baby and toddler room is effective in helping children to develop curiosity and to investigate using all of their senses. Parents are kept up to date with nursery news in a range of ways. They are able to borrow resources to help support their child's learning at home.

### It is not yet good because

- Records are not monitored or updated frequently enough to ensure all information pertaining to children's well-being is always accurate. For example, daily registers are incomplete and children's information sometimes lacks clarity.
- Assessment of children's prior and current learning and development are not always completed in sufficient detail to identify the next steps in their learning. Planned activities do not stem from children's interests or the gaps in their learning. As a result, children do not make the best possible progress.
- The performance of staff is not monitored robustly. Consequently, teaching is variable and some activities do not offer children sufficient challenge.

## 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 and care practices in the playrooms and within the outside play area. She conducted a joint observation with the manager, looking at the practice of staff.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies and attendance registers, as well as information used to assess the suitability of staff.
- The inspector spoke to children and staff throughout the day and to parents and carers when they came to collect their child.
- The inspector examined a sample of organisational and health and safety documentation, read the nursery's self-evaluation form and held a meeting with the manager.

## Inspector

Val Aspinall

## **Full report**

### **Information about the setting**

Wind in the Willows Childcare (Longbarn) was registered to a limited company in 2012 on the Early Years Register, having previously been registered in 2008. It is situated in a single-storey building in the grounds of a school in Padgate, Warrington. The nursery serves the local area and is accessible to all children. Children are cared for in an open-plan room with a designated area for babies. There is an enclosed area available for outdoor play. The provider holds an appropriate qualification at level 6 and has Early Years Professional Status. She employs a manager who holds an appropriate qualification at level 6 and nine members of childcare staff. Of these, six hold early years qualifications at level 3 and one holds a level 4 qualification. The nursery opens Monday to Friday, all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for two-, 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that all children present are accounted for in the register and their hours of attendance are accurately recorded
- ensure that records relating to who is able to collect children are regularly reviewed and updated to ensure children are only released to individuals who have the permission of parents and who have been previously identified
- develop further the information gathered from parents to include what they know about their child's development, in order to obtain clear details of each child's starting points and use robust observation and assessment of children's learning to identify their next steps; plan for individual children, taking account of their interests and preferred learning styles.

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

- improve the frequency and accuracy of monitoring staff performance, so that the quality of teaching, learning and day-to-day practice is of a consistent standard
- review the time that tables are set for lunch, so that valuable space is not restricted and children can continue to choose from a wider range of resources indoors throughout the morning.

**Inspection judgements**

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

The quality of teaching in the nursery is variable and planned adult-led activities do not always take account of children's preferred learning style, so sometimes they are not sufficiently engaged. For example, during a small group time in pre-school, some children are distracted and begin to display challenging behaviour because teaching does not capture their interest. This impacts on the learning for others in the group as staff have to frequently stop the activity to manage interruptions. Outdoors, a range of pipes and containers allow children to experiment with the flow of water. However, staff do not observe children's efforts or sensitively extend their thinking, as largely, they spend time outdoors supervising rather than directly teaching. In a play dough activity, staff focus on one or two children and help to extend their understanding of mathematical concepts, when they talk about whether the worm they are making is long or short. Staff model how to roll the dough with their hands and children practise snipping the dough with scissors. However, the two remaining children in the group are overlooked by the staff, so they do

not have the opportunity to clarify their ideas. Teaching for children who speak English as an additional language is also variable. Staff sing a 'Hello' song with small groups of children everyday, which incorporates some of the different languages spoken within the nursery and which children have also learnt. Words are displayed around the nursery in different languages. However, not all children are effectively supported in using their home language in a playful way because there is an insufficient focus placed on planning for individual children and identifying how to support what they need to learn next.

Teaching in the baby and toddler room is more effective. Staff demonstrate how to push blocks along in the shaving foam and repeat simple words. Children join in at their own pace, some choosing to watch for a short while first, before deciding it looks like fun. Staff demonstrate how to turn on the torches and repeat 'push' to emphasise the movement. They cover the tent with dark fabric and show toddlers how to shine the torch inside. All of the toddlers show great interest and spend time practising shining the torches. Staff allow them the time and space to experiment, so they discover what light shone onto the metal baking tray in the home corner looks like. Toddlers become absorbed in sand play, spending significant amounts of time spooning dry sand into cups and pouring it out. Staff are nearby but understand that intervening would break children's concentration, so they occasionally mirror what children are doing rather than ask questions. Children are developing age-appropriate independence skills. They manage their personal care needs well and even toddlers are able to pour their own drinks at mealtimes. Lots of time is spent in child-initiated activity and children can choose to play outside for much of the day. Resources, such as crates and a large wooden pirate ship, offer them opportunities to take acceptable risks and be challenged physically. This helps children to 'have a go', which helps them to develop positive attitudes to learning in readiness for school.

Parents are not always asked to share what they know their children can already do on enrolment. Consequently, for some children, there are no effective developmental starting points in place, from which staff can begin to plan for their learning. Staff observe children regularly to identify their interests. However, where there are identified next steps, often they are not based on what has been observed or on the gaps in children's progress. As a result, some children are not making good progress in all areas of learning. Parents receive verbal feedback on a daily basis and are invited to twice yearly parents' meetings. In addition, they receive brief progress reports each term and progress checks when children are two-years-old. 'Every child a talker' bags containing a variety of games and items can be borrowed by parents, as a result they are helped to continue children's learning at home.

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

Children begin to form warm, responsive relationships with their key person during the flexible settling-in sessions prior to taking up a place. Staff get to know children and find out their individual needs, likes and dislikes through discussion with parents and each child's 'My Album' document. Babies and younger toddlers form strong attachments to their key person and seek them out for reassurance and cuddles in between exploring the bright and cheerful space that has been thoughtfully designed with small, cosy areas

where they can feel enclosed. Consequently, their emotional needs are well met, which allows them to feel confident to investigate the accessible resources, knowing their key person is close by to offer support.

As children move rooms, they are supported by having short visits, getting to know their new key person; before longer sessions develop into a full day in the new room. In addition, the open-plan environment ensures that all children become familiar with all staff on a daily basis. Consequently, children are emotionally secure, settled and happy. Children are beginning to learn the skills they will need to make the transition to school. For example, they use the bathroom independently, serve themselves at mealtimes and are adept at putting on their own coats and wellington boots. Consequently, they are generally confident and capable of managing their own care needs. The environment has been planned to offer children cosy, smaller spaces to sit and talk. The main playroom has some low-level storage, allowing children to choose their own resources. However, during the morning, lunch tables are set an hour before lunch is due to be served. This restricts the space and resources available to children indoors. However, children are able to move freely between the playroom and the outdoor area and consequently, the majority choose to play outside for most of the day. As a result, their physical development is soundly supported as they run around, climb and balance on a range of equipment. The access to fresh air and open spaces is complemented by the provision of well-balanced meals and snacks, fresh fruit and drinking water. Activities, such as planting vegetables and fruit tasting, complement the outdoor ethos and as a result, children are developing habits that contribute to a healthy lifestyle.

Children are reminded of how to play safely, for example, staff ask them to sit sensibly on their chairs and not to put small pieces of wood in their mouths or shine torches in their eyes. Older children take part in risk assessments of new equipment to ensure they know how play safely. Consequently, they are beginning to understand the concept of risk. However, while children are taught about safety, their well-being could be compromised by weaknesses in staff record keeping. During the inspection, some children were not accounted for on the register and others did not have the time of their arrival recorded. In addition, staff are not always completely clear about who can and cannot collect children, as some individual children's records are not regularly updated. These failures to fully meet the requirements in the Statutory framework for the Early Years Foundation Stage potentially undermine children's safety.

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

The inspection was prioritised following concerns being raised about the provider's ability to ensure children only leave the premises with identified adults. The inspection found that children's records concerning who has parental responsibility and who has permission to collect them are sometimes incomplete. In addition, records of children's attendance are not accurately maintained. Although, no detrimental effects of these lapses were observed on the day of inspection, they potentially compromise children's well-being. The nursery's physical environment is safe. Staff complete a checklist everyday to ensure there are no hazards present. Staff have a sound understanding of child protection procedures and

have recently updated their safeguarding knowledge, attending a safeguarding course. Consequently, they know the signs and symptoms of potential abuse and know who to contact should they have concerns. They also understand the policy and procedure for reporting possible concerns about staff practice. Recruitment procedures are sound and ensure all staff are suitable to work with children. In addition, several staff have first aid and food safety qualifications. However, while the manager has a sound understanding of the welfare, safeguarding and learning and development requirements to support children's progress, she has not effectively monitored procedures to ensure they are robust and clearly understood by all staff. The nursery self-evaluation has not identified these areas of weakness. Consequently, the provider is unaware that since the last inspection, the previously high standards of practice have slipped.

Monitoring of teaching and children's learning also requires improvement. While the quality of teaching is good for babies and toddlers, it is less effective for older children who spend significant amounts of time outdoors as staff largely supervise outdoor play, rather than engaging with children to build on their learning. While senior staff have been allocated the responsibility to audit children's learning files, they have not identified the lack of planned next steps for individual children or that starting points are not in place for some children. Staff supervisions and appraisals are too generalised and does not identify specifically what practitioners need to do to be more effective teachers. As a result, children are not being sufficiently challenged or supported to make a good level of progress in all areas of learning. However, for children with special educational needs and/or disabilities, more robust monitoring ensures that their learning and development needs are well met. The manager has collated tracking data for individual children and is beginning to formulate plans to guide staff in supporting their progress.

Parents are provided with information about the nursery through informal daily discussion, regular newsletters, the nursery's website, social media and various notice boards. Their views are sought through discussions, parents' evenings and more formally, through questionnaires. Parents are happy with the service provided and say their children have good relationships with the staff, enjoy the activities on offer and are making progress. However, should there be cause for complaint, the manager has appropriate procedures in place and forms are available to ensure the complaints policy is effectively implemented. Partnerships with outside agencies and health professionals are sound, they contribute to effective care for children who require targeted support. Relationships with local schools are variable, while teachers are invited to come and meet children moving onto reception class, few take up the offer. The manager participates in local cluster group meetings and supports settings in implementing the principals of the 'Every Child a Talker' scheme.

## 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>	EY447148
<b>Local authority</b>	Warrington
<b>Inspection number</b>	954119
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Wind In The Willows Childcare Limited
<b>Date of previous inspection</b>	15/01/2013
<b>Telephone number</b>	01925818818

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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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