

Red Wellies Childcare Limited

The Paddock, Foolpenny Hall, Stapeley Nantwich, CW5 7JL

Inspection date

Previous inspection date

29/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good. Staff provide children with challenging experiences across all seven areas of learning. They use the outdoor environment innovatively to tailor teaching to the different ways in which children learn. Therefore, all children make good progress.
- Staff are nurturing and build good attachments with their key children. They have strong bonds and children settle in quickly when they start. Consequently, children are emotionally secure in their learning and make smooth transitions.
- Children are safeguarded through the implementation of clear policies and procedures. The management team are extremely dedicated and very knowledgeable. Self-evaluation is effective in driving improvement and robust monitoring has improved the quality of teaching. The nursery has made good progress since registration.
- There are effective partnerships in place with other agencies to ensure children's care and learning needs are effectively met. The nursery engages well with parents to ensure interventions in learning are quickly identified and children receive the right support.

It is not yet outstanding because

- There is scope to further improve teaching at large group times to more consistently maintain children's interests and enhance their active learning.
- The environment for the youngest children is not yet highly stimulating to fully maximise their learning.

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 spoke with staff, children and observed activities in the pre-school room, toddler room, multi-use room and outdoor area.
- The inspector viewed a selection of all relevant documentation, including: policies and procedures, self-evaluation, risk assessments, learning and development records and safeguarding documents.
- The inspector carried out a joint observation with the owner.
- The inspector spoke with parents and grandparents to seek their views.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

Red Wellies Childcare Limited opened in 2013 and moved to its current premises in the grounds of Foolpenny Hall in November 2013. It is privately run. It is situated in the Stapeley area of Nantwich, Cheshire. The premises comprises of a baby room, toddler room, pre-school, out of school room, multi-functional room, kitchen, toilet areas, office and outdoor area. It is registered on the Early Years Register and the compulsory part of the Childcare Register. Children attend from the local area and beyond. The nursery employs five members of staff working with the children. Of these, the owner holds qualified teacher status, three members of staff hold appropriate early years qualifications at level 3 and one is working towards a qualification at level 2. The nursery opens all year round 7.30am to 6pm Monday to Friday. There are currently 21 children on role and they may attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- build on the already good quality teaching in order to more consistently maintain the interest of all children at large group times to enhance their active learning
- enrich the environment for the youngest children to provide even more stimulating activities and experiences to maximise their learning.

Inspection judgements

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

The quality of teaching is good. Staff plan and deliver a good variety of experiences and activities that are tailored to meet the specific development needs of all children. At times the teaching is outstanding because some staff are skilful and enthusiastic in how they capture children's imagination and maintain their focus. However, at large group times some staff do not as effectively maintain children's interests over time. Consequently, some children are not as well motivated to learn during these times. The owner uses her knowledge as a teacher to ensure children acquire the relevant skills they need to be ready for school and future learning. All staff have a detailed understanding of the importance for children to have good physical, social and communication skills. Teaching is effective as all children are making the expected progress towards the early learning goals, which provides them with the skills needed for starting school. Staff have high expectations of children and are fully committed to supporting them to reach their optimum levels of achievement. Children with special educational needs and/or disabilities

are making good progress from their starting points. Individual Education Plans underpin teaching and as a result, children are receiving the support they need through appropriate interventions. Teaching is differentiated well for the range of children who currently attend. All activities, including outdoor learning, are meticulously planned and well organised for children to build on their prior skills and to develop firm foundations in their learning before going on to develop specific skills. For example, staff teach older children to recognise shapes in the environment and use mathematical language, such as hexagonal, equal and triangular.

Children's understanding of the world and imaginative play are supported well through the range of experiences provided. Staff develop younger children's early writing skills effectively as they encourage them to make marks with easy grip crayons. Learning is extended purposefully by staff. Books are brought to life allowing children to experiment with ideas and act out familiar stories. For example, children plant seeds to grow peas, to replicate a story. They then learn how to care for the seeds to make them grow. Children continue their interest of growing peas through making play dough peas for pea pods and painting peas on the art easel. Staff extend this by talking about the size and number of imaginary peas. Learning is re-shaped by staff when children encounter challenges in their thinking. For example, when children attempt to move bags of compost across the garden by lifting them, they drop them repeatedly. Staff help to identify what they could do to make it easier by sliding the bag along through pulling and pushing.

Children's starting points in learning are established swiftly and accurately by key persons. They seek detailed information from parents through induction, which enables staff to gain a comprehensive overview of children's prior knowledge and skills. Staff record starting points in detail and effectively identify next steps in learning. As a result of this robust practice, any children who start nursery below the expected level of development are identified quickly and suitable steps are taken to enable gaps in learning to be closed swiftly. Parents are kept informed of children's progress on a regular basis in a variety of ways, including online diary systems, parent consultation meetings, informal conversations and written documentation. Therefore, all parents, including those who are hard to engage, have a detailed knowledge of their child's progress. This is enhanced further as the nursery provides guidance through online diaries on how to extend learning at home. The manager who works with the toddlers completes the progress check at age two. Parents are provided with a written overview of their child's progress, including any areas that require interventions in learning. The owner and manager share the progress check with relevant professionals obtaining the necessary support. For example, children receive support from a variety of professionals including children's centre workers, Special Educational Needs Consultants and Speech and Language Therapists. Observations are recorded using the online diary system through a variety of ways to capture children's key achievements and interests. Staff use the diaries to plan activities that are well matched to the individual needs of children.

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

The key person system is very effective. Children have strong bonds and attachments with their key persons, including those children who have recently started. The atmosphere is

nurturing and caring, which enables children to thrive as their emotional needs are well met. Children are settled and feel safe while at nursery. Children who have recently started are developing their confidence with support from familiar adults. They explore their environment but return to familiar adults when unsure where they are and are therefore put at ease. The care they receive is underpinned by staff's extensive knowledge of their key children. Parents describe the nursery as 'home from home' and have been made to feel very welcome. Since moving into the premises, the pre-school room, multi-use room and outdoor environment have been developed extensively. The resources are of high quality and are freely accessible to children, supporting their independence. As a result, children are able to experiment with a range of resources to extend their play. Investment into new resources is ongoing and they are well matched to the development needs of the children who attend. However, the resources for the youngest children are not being used to create an environment that is as highly stimulating as the other areas. The nursery has good links with the local school. They use the school facilities on a regular basis, which supports children's smooth transition to school.

The nursery has an outdoor learning ethos and children spend much of their time outside. Physical exercise is part of the daily routine and this has been recently enhanced by the addition of climbing equipment, which is very popular with children. Children enjoy the outdoor learning experience and staff enhance children's understanding of how to keep fit and healthy. Staff talk with children about the importance of a balanced diet, which results in children discussing their favourite fruit and why it is good for them at snack time. Children manage their personal hygiene needs well. Staff role model how to wash hands properly to remove all germs and children are then able to do this independently.

Children are very well behaved. Staff are very responsive to children's behaviour. They have high expectations of good behaviour and remind children of these expectations regularly. For example, at the start of activities staff set out their expectations of children and what the behaviour boundaries are. Staff deploy themselves effectively throughout the nursery in order to ensure behaviour remains positive and to intervene swiftly if needed. Staff encourage children to have good manners and remind them of these when needed. For example, when children take fruit at snack time, they are reminded to say thank you. Children have a strong sense of safety and security. They act in a safe way and understand the safety rules, such as, not leaning out when playing on the climbing equipment when unsupervised.

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

The provider has a good understanding of the Statutory framework for the Early Years Foundation Stage, resulting in all requirements being effectively met. Children are effectively safeguarded. All staff have an in depth knowledge of child protection procedures and are able to demonstrate how to keep children safe and free from harm. Recruitment procedures are robust and as a result, all candidates who are appointed to work in the nursery are suitable to do so. Safety is promoted across the nursery. There is a secure entry system to the building and all visitors are required to sign in. All staff, students and volunteers receive a robust induction, which enables them to carry out their

role effectively. Staff attend a wide range of training including mandatory training, such as food hygiene. The owner understands the importance of good quality training for staff, which is available on a regular basis and disseminated to all staff through weekly staff meetings. As a result, they have a good level of professional development to support their ongoing knowledge and skills. All staff receive child protection training, which reinforces their already good knowledge of how to safeguard children from potential and actual abuse. The managers provide feedback on staff performance as they complete regular appraisals and supervisions. These enable staff to be monitored effectively to identify their strengths and weaknesses in practice. The managers are keen to continue to improve the teaching of staff and use their own expertise well to mentor and coach other staff. Policies and procedures cover all requirements and are updated regularly to reflect changes.

The managers have high expectations and a detailed understanding of child development. They therefore know what progress children should be making in readiness for school. As a result, they are able to ensure all children make this necessary progress and act appropriately and swiftly when interventions are required. The owner and manager know all children very well, including their next steps in learning and interests. Consequently, they are thorough in ensuring that the planning of activities are well matched to all children's needs and provide challenging experiences on a daily basis. The managers have a clear drive and are very committed to the continuous improvement of the nursery. There is a clear vision and ethos, which underpins actions for development. This leads to sustained improvement. There is a culture of evaluative practice led by managers and supported by all staff. The most recent self-evaluation of the whole setting, including the educational programmes, identified the need to work closer with hard to engage parents to ensure they have a detailed understanding of their child's progress. The nursery have successfully achieved this as they ensure parents meet regularly with key persons and actively contribute to children's learning at home. Self-evaluation takes into account the views of staff, parents and children. Managers are able to ensure the nursery continues to make good progress as they benchmark quality using guidance to make accurate judgements of their quality. As a result, self-evaluation is sharply focussed.

Partnerships with parents and other providers are very strong and flourishing. The owner is able to draw on her extensive knowledge and experience to ensure partnerships are purposeful and focus on making a difference to children. This ensures each child's learning and care needs are effectively met. Staff engage parents well in supporting learning. This is successful and ensures all children, including those with special educational needs and/or disabilities, are challenged effectively at home and at nursery.

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	EY473228
Local authority	Cheshire East
Inspection number	942837
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	21
Name of provider	Red Wellies Childcare Limited
Date of previous inspection	not applicable
Telephone number	07803 789520

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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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