

Pomfret Woodland Community Nursery

Pomfret Children's Centre, Rookhill Road, PONTEFRACT, West Yorkshire, WF8 2DD

Inspection date	20/05/2014
Previous inspection date	09/05/2013

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 fully understand the arrangements for safeguarding procedures. As a result, children are well protected from harm.
- Staff make accurate assessments of children's progress, and plan effectively for their next steps in learning. As a result, children make good progress across all areas of learning.
- Teaching is consistently good because it is rooted in staffs knowledge and understanding of how children learn. This results in children being motivated learners.
- Staff have very good working partnerships with parents and carers. As a result, they work closely together to ensure continuity of care and learning for children.

It is not yet outstanding because

- There is scope to enhance how staff re-shape tasks in order to further extend children's learning.
- The organisation of toys and equipment restricts the space children have available to move around freely, particularly in the baby room.

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 observed activities in the play rooms, and held discussions with children.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the settings self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the setting's own parent questionnaires.
- The inspector looked at children's assessment records and planning documentation.

Inspector

June Rice

Full report

Information about the setting

Pomfret Woodland Community Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Pontefract, West Yorkshire and is managed by Pomfret Woodland Community Nursery CIC. The nursery serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including three with Early Years Professional Status or Qualified Teacher Status. The nursery opens Monday to Friday all year round. Opening times are from 8am until 6pm. Children attend for a variety of sessions. There are currently 85 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 further improve the quality of the early years provision the provider should:

- extend staff's skills in re-shaping tasks, with particular regard to using appropriate dialogue to demonstrate thinking out loud, so children learn how to think through ideas and to solve problems as they play
- streamline the use of resources and equipment, particularly in the baby room, to build on children's growing ability to move around and select resources independently.

Inspection judgements

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

Staff make very good use of written observations, photographs and examples of children's work, to accurately assess the progress they are making. Consequently, children continue to make good progress from their starting point. This includes, children who speak English as an additional language and children with special educational needs and/or disabilities. The assessment process includes information shared by parents and/or carers, and other professionals. All staff are involved in the planning of the learning environment and educational programmes for their key children. They skilfully identify children's next steps in learning, which is strongly focused on developing children's skills in personal, social and emotional development, communication and language and physical development. As a result, children develop the skills they need for school.

The quality of teaching is good. This is rooted in staff's knowledge and understanding of how they can support children and teach them to become independent learners. Staff plan and provide a wide range of experiences and play opportunities that children find interesting. As a result, children are motivated to learn and continue to make good progress. Staff make good use of questions that have more than one answer; they time their interactions well and are interested in what children are doing. However, staff do not always model thinking out loud, to encourage children to learn how to think through ideas as they play. Babies enjoy the interaction from staff who give them lots of cuddles and reassurance. Staff copy the sounds children make and use facial expressions as they communicate with them. As a result, babies quickly develop the confidence to express their feelings and attract the attention of staff through verbal and non-verbal communication.

Children who speak English as an additional language are well supported by staff, who talk to their parents about how they can communicate with them. For example, they find out special words they use at home and learn how to pronounce children's names correctly. As a result, children develop a sense of belonging and this successfully promotes their personal, social and emotional development. The key person system is very well embedded. Parents know who their child's key person is and understand their role. Parents feel well informed about what their children are doing and the progress they are making. They talk positively about how the key person shares information about what they can do to help to extend their children's learning at home, which keeps them actively involved in their children's learning. As a result, children continue to make good progress.

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

Staff effectively promote children's health and well-being by teaching them how to be healthy. For example, staff teach children how to wash their hands properly and plan activities that help children learn about eating foods that are good for them. Staff plan activities in the outdoor area that effectively extends children's learning, while encouraging them to be active. For example, they enjoy mark making with large chalk on the tarmac floor, they look for mini beasts, join a small group listening to a story, carefully negotiate balancing beams, and ride up and down ramps. As a result, children continue to make good progress and their physical well-being is successfully promoted. However toys and equipment are not always well organised in all areas. Consequently, there is less room for children to move around freely, particularly in the baby room.

Children are provided a healthy balanced diet. They enjoy freshly prepared meals that take account of any special dietary needs and allergies. Children are able to help themselves to drinks when they are thirsty. As a result, children are learning to eat and drink healthily. Children learn to take measured risks as they freely explore the indoor and outdoor environments and make independent choices in what they want to do. For example, children are able to select tools, such as, scissors to use in activities and climb different apparatus while being supervised at a safe distance. There are high expectations for good behaviour. The behaviour management policy and strategies to encourage good behaviour are shared and agreed with parents. Staff are well deployed and they are vigilant in their supervision of children. They give clear and consistent messages about

their expectations and explanations as to why some behaviour is not acceptable. As a result, children are well behaved and learn to work together. This helps to develop children's skills in personal social and emotional development in readiness for their next learning environment, such as school.

The onward transition from home into the setting is well managed and supported by a well-established key person system. For example, parents are encouraged to share appropriate information about their child's individual care needs during transition visits. The transition visits provide time for children, parents and carers to develop a good working relationship their key person. As a result, children settle quickly and show through their body language that they feel safe.

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

Leadership and management have developed good links with other professionals and outside agencies. They demonstrate a good knowledge and understanding of safeguarding procedures and implement them effectively. Safeguarding practice is on the agenda at every staff meeting and staff are provided appropriate safeguarding training. Staff demonstrate a good understanding of child protection and are confident in their ability to implement procedures effectively in order to protect children. Sound recruitment procedures ensure that all staff working with children are suitable to do so. Safeguarding practice includes direct supervision of staff, students and volunteers who are awaiting completion of clearances. This means children are safeguarded. All required documentation is in place and meet requirements. Risk assessments ensure action is taken to reduce possible risks to children. This helps to ensure children's safety and well-being.

Staff are well mentored and are supported in pursuing their professional development. They are encouraged to continue to attend appropriate training, which has included Behaviour management training. Following this training, staff have changed how they use their voice to challenge unacceptable behaviour and they have introduced timing strategies to help children calm down and to encourage them to share. Leadership and management monitor staff's practice and any under-performance is tackled swiftly. This ensures that staff are well mentored and demonstrates a commitment to continued improvement. Staff work closely with parents, external agencies and other providers in order to support children with special educational needs and/or disabilities and their families. Staff complete the progress check for children between the ages of two and three years in a timely fashion, to ensure that any gaps in learning are identified quickly. As a result, children and their families receive the support they need.

Following the last inspection, leadership and management have reflected critically on the quality of the care and education they provide for children. As a result, there is a marked improvement in the quality of the systems staff use to observe, assess and plan for children's individual learning needs. Group activities have also been reduced in size and as a result staff are able to retain children's interest for periods appropriate to their age and stage of development. Parents are provided clear information about the settings policies

and procedures. They are provided information about what their children are doing, the progress they are making and their well-being.

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	EY453286
Local authority	Wakefield
Inspection number	975334
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	85
Name of provider	Pomfret Woodland Community Nursery CIC
Date of previous inspection	09/05/2013
Telephone number	01977722622

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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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