

Little Wiggles @ Millway

Millway Primary School, Millway, NORTHAMPTON, NN5 6ES

| | |
|--------------------------|------------|
| Inspection date | 13/05/2014 |
| Previous inspection date | 15/05/2009 |

| 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 | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- The commitment to excellence is evident throughout the setting, with very high quality teaching, a robust approach to safeguarding and insightful leadership and management. This provides children with a memorable, inspiring and secure early years experience.
- The setting's child-centred approach is exceptionally well-supported by all staff. Consequently, children are able to independently explore and extend their learning and make rapid progress in all areas of learning.
- The key-person system is highly effective and as a result, children are able to make exceptionally secure attachments, which enhance their learning potential. In addition, the strong working partnerships between parents and staff further contribute to children's smooth settling-in and outstanding progress.
- Children engage deeply in the motivating and challenging activities on offer, both inside and outdoors, developing their knowledge and understanding through the skilful support and timely interaction of staff, who have a secure understanding of how each child learns best.

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

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning, tracking and monitoring documentation.
- The inspector checked evidence of suitability and qualifications of staff and talked with the owners and manager about the self-evaluation and development plans.
- The inspector spoke with members of staff with designated responsibilities, room leaders and other members of the staff team.
- The inspector took account of the views of parents and carers from discussions on the day of inspection and from information included in the setting's documentation.

Inspector

Anne Archer

Full report

Information about the setting

Little Wiggles @ Millway is a privately owned pre-school and out of school club provision. It was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from its own building on the site of Millway Primary School in Duston, Northampton. The provision is accessible to all and all children share access to an undercover and outdoor play area. There are currently 157 children on roll in the early years age range. Children attend for a variety of sessions. The pre-school is open each weekday, from 9am to 4pm, during school term times with various session times available. The breakfast and after school club are open each weekday, from 8am to 9am and from 3.25pm to 5.50pm, during school term times. The pre-school and out of school club employ 25 members of staff, including the owners and manager. Of these, 21 hold early years qualifications; two hold qualifications at level 7, three with qualifications at level 6, one at level 5, one at level 4, with the remainder holding or working towards a qualification at level 3. In addition, two of the staff working in the out of school club also hold qualifications in playwork. The setting supports children who have special educational needs and/or disabilities. It has links with the onsite school and with various agencies and professionals who support attending children.

What the setting needs to do to improve further

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

- consider ways to further enhance parental understanding of the role of the setting's special educational needs coordinator in their children's development and learning and ultimately their readiness for school.

Inspection judgements

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

Throughout the setting, children are offered an extensive range of activities and experiences designed to support their specific learning styles and needs. All members of staff demonstrate a detailed knowledge and understanding of the Early Years Foundation Stage and employ a wide range of teaching skills to help children learn effectively. Use of children's emerging interests enables them to plan a balanced range of adult-led and child-initiated activities for all children. Children's opinions, thoughts and ideas are also used to ensure their learning takes account of preferred learning styles and staff differentiate activities to take account of their age and stage of development. Observations are used daily to assess children's progress and reassess their next steps. This ensures children's learning is accurately tracked and monitored throughout their time at the setting. Staff concentrate effectively on the prime areas of learning with younger children. Consequently, children make impressive progress from their initial starting points, with any gaps closing rapidly. In addition to the activities and resources available to

children in their base rooms, they also have free access to an extensive range of quality equipment and resources in the other base rooms, the undercover outdoor area and the garden. As a result, all children participate in motivating, highly enjoyable activities of their own choosing.

Children enjoy time spent with a member of staff at the sand tray, as they use spades to scoop sand to fill buckets. When full, one child's bucket is too heavy to lift and a discussion develops about why this might be. Language rich activities encourage children to use associated vocabulary as the staff member introduces new words. Children hear the music playing in an adjacent play area and spontaneously move their bodies in time to the music, having fun with the member of staff who joins in with them. Staff encourage children to think and learn more as they ask where the music is coming from and gently guide their thoughts as they look around trying to work this out. All staff use their considerable knowledge and experience to provide children with inspiring activities, which take account of their individual interests and capabilities. For example, children recently returned from holiday, share a game with their friends about swimming in the sea and avoiding the shark, while others recount personal experiences of going to the hospital.

The careful attention paid to children's individual progress ensures that all children are superbly catered for. Staff liaise very effectively with parents and external professionals, such as, speech and language therapists and social workers, other early years settings and the onsite school. This ensures that children receive a consistent experience and any additional support they need to meet their full potential. There is scope to enhance parental understanding of the role of the setting's special educational needs coordinator in their children's development and learning and ultimately, their readiness for school. Parents are involved successfully in their children's learning as they respond to the regular updates they receive via newsletters and use various media to share information with their child's key person. Links with the local school are superb and staff accompany children on visits before the transfer to begin their formal education. Other receiving schools are invited to come into the setting and meet children, who will be joining them and key persons play an important role in supporting children during these visits too.

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

Children settle easily at the setting as staff offer them individualised settling-in arrangements. These can be spread across as many sessions as a child needs and staff secure comprehensive information to support their needs. Each key person has a secondary key person, who steps in if ever they are away, offering children additional security. The detailed 'All about me' form completed as children enter the setting provides a thorough insight into their development to date, interests and preferences. Staff's use of this information to support children in their early days at the setting is exemplary and children settle easily as a result. Medical and dietary needs are taken account of and staff follow children's individual routines. Consequently, these happy, confident children form secure attachments and feel highly valued as individuals. Children throughout the setting develop strong interpersonal skills during their time here. They are nurtured and feel valued as they see their work reflected within the environment. Staff listen to them and

take account of their views and opinions when deciding what to display. The younger children thrive through the familiar daily routines they follow and the growing freedom they experience to explore and try things for themselves.

All children make excellent use of both the continuous provision and the stimulating, well-resourced learning environments they are offered. Children behave very well and feel secure through the consistent approach taken by staff. They develop good manners and learn social skills as staff teach them how and when to use them. Staff are highly motivated, enthusiastic and interact skilfully with children knowing when to intervene to support learning and when to stand back. Through the range of strategies used, children learn to care for and respect their peers and the environment. Staff are attentive to children's developing health. Children eat healthy snacks that they help to prepare and take regular drinks, particularly in warm weather when staff talk to them about the importance of regular fluids to keep them healthy. The setting provides parents with helpful information about the provision of packed lunches ensuring that children eat a nutritious, balanced diet while at the setting. Through thoughtfully planned activities, children become aware of how foods grow and how exercise contributes to their overall well-being.

All children play and learn in the fresh air every day. The stimulating outdoor learning environment offers children superb outdoor learning experiences. Well-trained staff deliver teaching through activities, which inspire children, such as making dinner in the mud kitchen and dinosaur painting that extends to making dinosaur foot prints. Children know they need to wear their 'wellies' when out in the garden and to wash their hands well when they go back inside for lunch, thereby, learning valuable lessons for life about hygiene and cleanliness. They enjoy helping to grow and tend a range of vegetables and fruits including carrots and strawberries and prepare and eat them for a snack. Mealtimes are social occasions and staff sit with children as they eat. Children learn to dress themselves for outdoor play, finding their coats and looking through the boxes for matching 'wellies'. All young children are taught skills, such as helping to tidy toys away and sweeping up with the dustpan and brush, to help them learn to keep themselves and others safe. During the summer term, before children leave for school, activities offered further promote their readiness for this new experience. Staff teach children to listen attentively, put their hands up to be heard and support them as they meet their new teachers. Staff maintain close liaison with children's parents as children transfer to new settings or school to further ensure they feel supported.

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

The owners, manager and assistant manager work exceptionally well together. They demonstrate a continuing commitment to the provision of the highest quality care and learning for children in their setting. This, together with the dedication of the whole staff team enables the setting to deliver an outstanding service. The safeguarding and welfare requirements are fully met. Policies and procedures are constantly reviewed and improved upon ensuring that children are kept safe and secure at all times. Children are extremely

well-supervised due to the particularly high adult to child ratios that are maintained. Staff are deployed where they are most needed, with children, wherever they choose to play. Concerns raised by parents are vigorously investigated and notifications are made proficiently to the regulator and other agencies. All staff are confident about the procedure to be followed should they have any concerns about a child in their care. Risk assessments also promote children's safety as they are thorough and given high priority. The premises are extremely secure with coded access and cameras throughout the setting. Visitors show identification and a record is kept. Staff take positive steps to minimise hazards. Throughout the setting, they are highly motivated and create a safe, attractive and stimulating learning environment, where children make rapid progress.

The nominated person, manager and assistant manager have a comprehensive understanding of their responsibilities to meet the learning and development requirements and closely monitor planning and development records, to ensure children make excellent progress. Staff focus plans exceptionally well on children's individual learning needs using their knowledge of child development and in-house expertise. The programme for tracking children's progress is extremely thorough, taking into account the various cohorts within the setting. Information is acted upon efficiently to support learning to ensure that all children receive targeted teaching and make rapid progress, so that any gaps in learning are narrowed.

The manager oversees the well-organised, effective and professional continuous development programme for staff. As a result, staff feel valued and supported, which ensures the quality of teaching continually improves. Staff are keen to update their skills and are confident that their training needs will be met. Recruitment procedures, which follow safer recruitment guidelines, ensure that those appointed are eminently suited to their roles. Tailored inductions are offered for apprentices and staff. All are subject to a probationary period to further ensure their suitability. Consequently, they work exceptionally well as individual teams and as a whole. Parents are viewed as children's primary educators and staff work closely with them, welcoming them into their child's experiences at the setting. Careful attention is paid to offering parents feedback in whichever way suits them best and daily feedback is friendly and detailed. Together, with regular three monthly progress meetings, parents are offered plentiful opportunity to discuss any emerging issues and are kept superbly informed of their child's progress. Parents speak highly of the setting, saying they feel privileged that their child has a place here.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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 | EY359834 |
| Local authority | Northamptonshire |
| Inspection number | 967509 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 100 |
| Number of children on roll | 157 |
| Name of provider | New Duston Pre School Ltd |
| Date of previous inspection | 15/05/2009 |
| Telephone number | 07780 718171 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

