

# Washacre Nursery

Washacre CP School, Clough Avenue, BOLTON, BL5 2NJ

## Inspection date

Previous inspection date

20/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children receive a range of educational programmes that shape the seven areas of learning. Teaching is generally good and as a result, children make reasonable progress, relative to their starting points.
- Staff have suitable knowledge and understanding of the procedures to follow in the event of a safeguarding concern. As a result, children are well protected.
- Leadership and management have an adequate understanding of the importance of driving improvement forward and aspire to improve outcomes for all. Staff receive comprehensive training programmes and parental partnerships are successfully embedded partly through a very effective key-person system.

### It is not yet good because

- Overall, systems of self-evaluation to improve the provision, lack rigour, which means that some areas of weakness have not been identified.
- Opportunities to provide enriched, personalised and meaningful educational programmes are missed, as planning systems are not present. As a result of this, children are not always provided with tailored experiences, next steps and their emerging interests are not always identified.
- Children's individual progress and achievements are not robustly monitored. As a result, systems for tracking children's learning and development lack rigour, opportunities for timely interventions and support are not always identified as quickly as they could be.

## 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 play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation of a teaching and learning activity with the headteacher and manager.
- The inspector held meetings with the headteacher, parents, local authority adviser, and a representative from the early years governing body.
- The inspector took a tour of the premises, examined policies, procedures and checked the suitability of all staff members.

## Inspector

Luke Heaney

## Full report

### Information about the setting

Washacre Nursery was registered in 2013 on the Early Years Register. It is operated by Washacre Primary School, in the Westhoughton area of Bolton and is managed by the headteacher. The nursery serves the local area and is accessible to all children. It operates from one room and there is a fully enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and two hold a relevant level 2 qualification. The nursery opens Monday to Friday term time only. Sessions are from 9am until 11.45pm and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The nursery provides funded early education for two-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:**

- introduce systems for planning, where children's personal interests and developmental needs are included, evaluated and next steps are provided to ensure all children receive an enriched and personalised curriculum
- improve the monitoring of assessment for all children, by developing a robust system, that will enable staff to quickly identify children's learning and development needs, provide appropriate support, intervention and see the attainment gap narrowing for identified cohorts and individual children.

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

- extend systems for self-evaluation, where all aspects of practice is reflected upon, evaluated and prioritised to bring about change, drive improvement forward and include the views of others.

### Inspection judgements

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage. As a result of this, children receive a range of educational programmes that generally capture their interests. Detailed information about each child is obtained upon entry and is used to

provide a platform of initial starting points. Systems for planning have not yet been successfully embedded. Consequently, the monitoring of educational programmes and the impact these have on children's learning and development are missed, therefore, perceptive support and intervention are not identified early enough to challenge and ignite children's learning further. Children enjoy their time at the setting and independently access a wide range of resources. They are eager to please and engage adults in activities, such as building towers, counting, and playing in gloop made of cornflour and water. The quality of teaching is generally good, staff support children sensitively and promote the characteristics of effective learning. For example, children wallow in water play and begin to fill bottles and containers, staff provide further challenges for children, questioning critical thinking skills, such as, 'how can you fill the red container'? Children's communication and language skills are a strength of the setting, staff have attended comprehensive training programmes. Consequently, this provides staff with the foundations to promote and enhance the acquisition of early communication and linguistic development.

Systems for monitoring children's learning and development are within their infancy. Observations have been successfully embedded, baseline assessments are taking place and individual and cohort trackers have recently been introduced. However, tracking of children's learning and development lacks rigour and there are some inconsistencies in identifying emerging needs, interests and noticing gaps in learning for individual and identified cohorts of children, such as boys and girls. As a result, the progress of identified groups of children is not as robust and effective as it could be. Opportunities to implement targeted support and interventions are not identified quickly enough, to ensure children's holistic learning is supported and gaps are narrowing for all children. Staff complete and make adequate use of the progress check for children aged between two and three years and use this to offer activities and experiences that enhance the prime areas of learning.

Children are well prepared for their next steps in learning by the time they leave the setting. Staff work closely with the foundation stage manager from the linked school, to ensure all aspects of school readiness are discussed and targeted activities are implemented. Great emphasis is placed on children's independent skills and staff have high expectations. For example, staff nurture children to hang their own coats up, wash their hands and regularly provide opportunities, such as helping to tidy, and discuss topics around growing up. Staff place greater emphasis on children sitting at 'carpet' sessions, where self-control skills are tested for short periods of times. Children are provided with opportunities to write their own names, recognise colours and use numbers in every day contexts. Children who speak English as an additional language are well supported by the experienced management team. Support is sought from the local authority adviser, along with interpreters to ensure children's basic communication needs are fully met. Further to this, bilingual resources, labelling and posters are very evident around the setting. Staff promote children's home language by learning key words and phrases. Children with special educational needs/or disabilities are well cared for by the experienced special educational needs coordinator. Individual educational plans and care plans are robust and regularly reviewed by the senior management team. Staff work closely with multi-disciplinary agencies to ensure children's needs are well met.

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

Children's well-being is supported very well. Children have developed strong bonds with their key persons, and enter the setting with ease, embrace staff with hugs and quickly begin to explore their learning environment. The key-person system is well rooted and staff fully understand the significance of emotional well-being for each child. For example, staff are given ample time to bond with children upon entry, providing tailored support, activities and a plethora of information is given to parents to further embed the transition from home to the setting. Children are confident and self-motivated because staff allow children to be active explorers and provide children with lots of praise and encouragement. Children are encouraged to take ownership of their setting and staff follow their lead. For example, children move freely from water play, to sand play and then sit quietly in the book corner. Staff fully facilitate this and provide perceptive support to further children's natural curiosity and interests. For example, staff provide assistance and encouragement when children mix materials, such as sand and water. Children take delight in their achievements and share these with staff and visitors at any given opportunity. For example, children present drawings, models and provide pretend food from the home corner to staff. They bring staff outdoors to show them flowers, demonstrate the use of cause and effect toys and show staff skills, such as mark making with wet sponges.

Children are learning about the significance of healthy practices as staff are good role models. All staff wear appropriate protective clothing during nappy changes, snack preparation and cleaning times. They hold appropriate food hygiene qualifications and follow stringent hygiene procedures. Staff demonstrate to children the importance of washing their hands, blowing their noses and making healthy choices. For example, during snack time, children discuss various types of fruit, the taste and how fruit helps to keep you fit and healthy. Children's dietary requirements are well catered for, and staff fully understand the importance of a healthy balanced diet. Children freely access drinking water and have milk during snack time. Fruit is readily available and children independently access this throughout the day. Children have open-door access to the outside and fully utilise this. They ride trikes, scooters, pour water, make sand castles and sit quietly while playing with small world toys. Staff are appropriately deployed, and provide children with physical challenges, such as jumping, hopping and encourage children to use large muscle skills while pedalling cars and bikes. Staff talk about the significance of fresh air to children in an age-appropriate manner. Children learn about the cycle of planting flowers and vegetables outdoors, they take pride in this and regularly smell, touch and look on with delight. Children learn about the importance of personal hygiene and health through the local authority 'brush bus' scheme. This initiative provides children with the basic concept of brushing teeth at certain times of the day. This is then consolidated with parents and families, as detailed information packs are provided for each child to take home.

Children display good behaviour and follow staff's consistent, clear and age appropriate explanations. Children are polite, courteous and genuinely care for one another. Children are encouraged to take and manage their own risks in accordance to their age and stage of development. Staff sensitively support children through this process and are always

within close proximity to provide a helping hand if needs be. For example, children jump from logs, run around obstacles and balance on low-level beams. Children are learning the very basics about personal safety, as older children remind younger children, not to run near the sand as they may fall and hurt themselves. Older children model what staff have taught them around personal safety and facilitate younger children's developing understanding around this. The setting is secure, robust security systems are in place and stringent risk assessments are implemented to ensure children's safety is maintained. Further to this, visitors are asked for identification, asked to read a code of conduct and are introduced to the lead safeguarding officers and shown the fire safety escape route.

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

Staff have a sound knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have attended the relevant safeguarding training and can identify the possible signs and symptoms of abuse. They know the correct procedures to follow in the event of a concern and who to contact for further advice or guidance. Detailed policies and procedures are in place that underpins all safeguarding practices and these are regularly monitored and updated by management. Further to this, there are several displays around the setting, confirming the correct procedures to follow for staff and parents. Robust recruitment and vetting procedures are in place. Management carry out the relevant identification checks, enhanced Disclosure and Barring Service checks and provide a comprehensive application form, request professional references and all checks must be clear before any staff member commences employment. Staff appraisals and supervisions are well rooted and staff have a comprehensive professional development plan. Staff attend a wealth of training which is tailored to their professional practice and needs.

The monitoring of teaching is effective in identifying emerging strengths and weaknesses. Feedback is provided to staff members and action plans are put forward and evaluated effectively. The monitoring of learning requires improvement as systems for planning and assessment are not fully in place. As a result of this, management have missed opportunities to provide enriched, personalised and meaningful play experiences that interconnect with children's initial starting points, next steps and emerging interests. This means that when staff come to assess children's learning and update tracking information, they are limited to the amount of information they hold as they are solely relying on the observational process. Trackers highlight children's starting points and progress, but there is scope to tighten monitoring systems to ensure all children are receiving perceptive support, targeted learning and gaps for identified cohorts are narrowing. Management are very aware of the lack of planning and that tracking systems need more rigour to offer early support to identified children. They have a good attitude to bring about improvement and have good support networks to ensure these identified weaknesses can receive the time and intervention they need in order for all children to achieve optimum outcomes.

Systems for self-evaluation have not been successfully embedded, as a result of this, leadership and management have not correctly identified all areas of improvement and

development to bring about change. Action plans have recently been implemented but do not provide adequate detail, evaluation or the impact weaknesses and strengths have on children, staff and families. Systems for collating information from parents, children and families have not been fully utilised, to provide a platform for reflection and improve outcomes for all. Management are in liaison within the local early years consultant and perceptive support is being provided to ensure that the self-evaluation process is well under-way. Parental partnerships are well embedded within the setting. Parents attend parents' evenings, opening events and have a good open dialogue with staff. Parents speak highly of the setting and state 'the headteacher and staff are fantastic, they are always here to listen, friendly and approachable'. Partnership working with others is well rooted. Staff regularly liaise with local settings, health professionals and have established good community cohesion.

## 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>	EY472317
<b>Local authority</b>	Bolton
<b>Inspection number</b>	949376
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Washacre Primary School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01942634756

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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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