

Wishing Well Nursery - Myrtle Place

23 Myrtle Place, BINGLEY, West Yorkshire, BD16 2TL

Inspection date	30/06/2014
Previous inspection date	01/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 demonstrate a good knowledge of how children learn and provide a range of well planned and stimulating activities to meet children's needs and interests. As a result, children are engaged and motivated learners.
- High priority is given by staff to safeguarding and protecting children. As a consequence, children's well-being and safety is promoted very well.
- Staff ensure a wide range of good quality resources are available for children. The environment is well organised and there is sufficient space to enable children to direct their own learning, therefore, children make good progress.
- The management team provide excellent support for all staff through effective monitoring, coaching and communication in order to support teaching and learning, ensuring that experiences and learning outcomes for children are positive.

It is not yet outstanding because

- Staff use open-ended questions to support children's learning, however, not all staff allow sufficient time for children to formulate their ideas and give a reply. As a result, children's thinking is not always fully extended.
- Children are not always given time to meet their own self-care needs without support. Consequently, opportunities are missed to develop their independence.

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 observed activities in the three playrooms and the outside area.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection as appropriate.
- The inspector looked at a sample of children's record and assessment files and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and a sample of policies and procedures.
- The inspector spoke to a number of parents and took their views into account.

Inspector

Sue Ball

Full report

Information about the setting

Wishing Well Nursery - Myrtle Place was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the centre of Bingley and is managed by a limited company. The nursery serves the local area and beyond and is accessible to all children. It operates from a two-storey building and there is an enclosed area available for outdoor play. The nursery employs 27 members of childcare staff. Of these, 22 hold appropriate early years qualifications, two at level 6, two at level 4, 15 at level 3 and three at level 2. The nursery opens Monday to Friday, all year round except for the working days between Christmas and New Year and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 114 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen the already good use of open-ended questions by encouraging staff to give children time to reflect on and formulate their answers, before another question is posed, or the answer is given to them
- enable children to develop their independence by giving them time and support to meet their self-help needs, for example, allowing them to fasten their own coats or wash their faces with flannels after meal times.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They use this knowledge to plan a range of activities across all seven areas of learning. Through regular observations and assessment, they are able to ensure that activities meet the particular needs and interests of all children. This means that children are engaged and motivated learners and are making good progress. Children's progress is tracked well and staff are able to identify any gaps in learning where children are not demonstrating typical development for their age. As a result, staff are able to act swiftly and target support where it is needed and children are prepared well for the next stage in their learning. For example, staff quickly identify children who have delayed speech and put in place measures to ensure that rapid progress is made. The progress check for children between the ages of two and three years is effectively carried out and parents are encouraged to become involved in this.

Staff make good use of open-ended questions to extend children's thinking and challenge them. For example, pre-school children are supported to explore and experiment with the properties of mud in the mud kitchen, challenged to describe the texture and narrate what happens when they try to pour it. However, some staff do not always allow children time to consider their replies and as a result, children are not always able to extend their thinking. Babies are able to benefit from a range of resources, which they can select at will. Staff support them to build bridges with soft play blocks and encourage them to crawl under and through, praising them when they are successful. In this way, babies' physical and emotional skills are supported. Children in the walkers and talkers section excitedly plan an imaginary trip to the seaside, staff extend their learning by encouraging them to make tickets for the train and count how many children will be going. Staff join in and model excitement and enthusiasm, as a result, children are totally engaged and eager to learn. Good opportunities are used to develop all children's mathematical skills throughout the day, for example, staff encourage children to compare sizes of toys or count how many children are present for lunch. Children's language and communication skills are supported well through a range of activities, including sharing of books and songs and conversations with staff, especially during meal times. Pre-school children are able to relate what they did last weekend or tell staff about exciting events in their lives, such as a new baby in the family. Babies engage in babbling to staff and show delight when staff respond and take turns to talk to them. Children in all three play rooms are able to choose which songs they wish to sing and express obvious enjoyment as they join in with refrains and predict what happens in stories. In this way, children are supported to express ideas and preferences and become independent and confident learners.

Staff have a good understanding of the importance of involving parents in children's learning. Key persons ensure that parents are fully involved. They are asked to contribute to children's starting points and regularly view and comment on children's record files. Staff talk to parents at the beginning and end of each session and parents value the information they are given about children's progress and the daily written summary of activities. Parents can contribute to a 'wow' tree, highlighting significant events or achievements for children. In this way, positive partnerships ensure that children's learning is fully supported.

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

A well-developed key-person system ensures that children form positive relationships with staff and have a firm base from which to learn and develop. Children arriving at the nursery show delight at meeting with staff and friends. They separate from carers with ease, quickly select activities, and become absorbed in their play. Key persons are adept at meeting children's care and educational needs, as they know them and their families well. Behaviour is very good, as staff make sure children are aware of expectations and rules and are quick to intervene and support children to resolutions when disputes occur. Consequently, children feel secure and settled and their personal, social and emotional development is supported. They share and play cooperatively and are happy to comply with requests. Younger children enjoy cuddles with key persons when they first arrive and are then happy to explore and interact with other children. Transitions to, within and from

the nursery are managed very well. Individual needs of particular children are taken into account and induction sessions tailored accordingly. Key persons accompany children on visits to other playrooms before they are moved. Where children attend more than one provider, information is exchanged to support learning and well-being. Warm, close relationships, which are formed with adults, ensure that children's emotional well-being is supported and they are prepared for the next stage in their learning.

A light, bright, well-organised environment means that children are able to access resources at will and exercise choices about their learning and play. Babies have room to crawl and toddle, enabling them to develop physically. Access to cosy areas, where they can share books with staff, supports a sense of security and confidence. Resources are accessible for them to select at will. Children in the walker and talker section benefit from a range of resources organised into specific areas and enjoy playing with sand, water or small world figures. Wall displays showing photographs from home further supports their self-esteem and emotional well-being. In the pre-school section children enjoy a themed area set up as a building site and are able to select from a range of good quality resources to support learning in all areas. Children are observed using threading boards to develop physical and creative skills. Resources are labelled and stored to enable children to make choices. As a result, children are independent and happy to make choices, but are not afraid to ask for help if they need it. Children's health and well-being is supported, as they are able to access the outside area where a range of equipment is provided to enable them to develop their physical skills. Children are seen balancing across obstacle courses, rolling hoops and throwing balls. A growing area affords them the opportunity to learn about the natural world. Staff remind children of the need to drink water and ask them if they wish to remove coats when the sun comes out, thereby supporting a growing awareness of keeping safe and healthy.

Staff promote children's awareness of health issues and healthy eating at meal times and through specific activities. Children are able to explain to the inspector that they wash their hands before lunch to 'get rid of the germs'. Staff promote children's independence as they pour water for themselves and a daily helper is selected to set the table for lunch and put out name cards for children. However, some staff do not always allow children time to meet their own self care needs, for example, when dressing to go outside or washing faces after meal times in order to enhance their independence skills.

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

Safeguarding of children is a particular strength of the nursery. All staff have a very strong knowledge of their responsibilities and a clear understanding of what action they should take if they have concerns about a child in their care. Staff are required to undertake a safeguarding test as part of their induction and this is reinforced periodically at staff meetings. In addition, most staff attend external safeguarding training or undertake an e-learning course. Children's safety is given very high priority. Access to the building and all playrooms is controlled by a number key pad, which only staff can operate. Staff are effectively deployed to ensure children are well supervised. A comprehensive policy and

procedure document means that all staff are fully aware of their responsibilities. Daily risk assessments are carried out on equipment and the environment, as a result, risks are minimised. Policies for the administration of medicine and the use of mobile telephones further support the safety of children. These measures all contribute to the well-being and safeguarding of children. The implementation of an extremely robust and comprehensive recruitment and induction system ensures that all staff are suitable to work with children. There is a commitment by the management team to train all staff to level 3, as a consequence, children benefit from input by a high number of qualified staff.

A senior member of the management team has responsibility for monitoring staff performance and the educational programme for children. This means that staff are supported very well in their professional development and that quality of teaching is constantly monitored and reviewed. Regular observations of staff results in feedback and the highlighting of areas for development. Staff undertake supervisions with the manager, at which time they are able to identify any training needs or discuss issues about key children. The management team regularly monitors planning for children and observation and assessment. As a result, they are able to identify any children who are not making expected progress or areas of provision within the nursery, which require development and take action as necessary. The manager has a strong commitment to continuous improvement and a clear vision about the direction the nursery is taking. There is a realistic appreciation of the strengths and areas for development and the manager has implemented action plans to address specific areas. This means that there is an ethos of reflection, review and change, which results in the best possible learning outcomes for all children. All recommendations from the last inspection have been effectively implemented. Equipment to support children's physical and mathematical development is now in regular use. Children's next steps are clearly identified and used for planning. There is a wide variety of print displayed in all playrooms.

Staff value the contributions of parents and appreciate the value of working in partnership with them. They make every attempt to involve parents in children's learning. Parents' comments on the day of inspection were, without exception, complimentary. They felt extremely satisfied with the setting and spoke highly of the abilities and dedication of staff. Communication was considered a particular strength and they were very appreciative of the information they were given about children's progress. Comments included, 'they treat each child as an individual' and 'my children ask if they can go to nursery at the weekend.' These effective partnerships make a strong contribution towards meeting individual children's needs. Staff work in close partnership with outside agencies and other professionals when necessary to support individual children. Links are currently being built with local schools to ensure consistency and continuity of children's learning.

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	EY436454
Local authority	Bradford
Inspection number	870538
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	114
Name of provider	Dargan Child Care Ltd
Date of previous inspection	01/05/2012
Telephone number	01274 550962

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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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