

Whiz Kids Day Nursery

60 Innovation Way, PETERBOROUGH, PE2 6FL

Inspection date

Previous inspection date

11/07/2014

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

- Safeguarding is high on the nursery agenda and forms a standing item on meeting agendas. A regular programme of training ensures that practitioners are aware of their responsibilities in promoting children's safety and welfare.
- Practitioners interact with children thoughtfully, taking account of the next steps in their learning, encouraging them to think creatively. Their skilled teaching helps children to become confident, curious learners.
- Parents are viewed as equal and important partners in their child's learning experience and the nursery strives to communicate with them in ways which suit everyone. This helps ensure children receive a consistent experience.
- The new owner of the nursery and management team have worked hard to bring about a range of transformational changes to the nursery, with more planned. This offers children a continually improving early years experience.

It is not yet outstanding because

- The management of group size during adult-led activities is occasionally misjudged, and because children have to wait a long time to speak, they become listless which lessens the effectiveness of their learning.
- Lunchtime in the pre-school room does not offer all children the same level of adult support and they miss out on guidance about portion size, hygiene and the social aspects of meal times.

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 nursery and talked with practitioners.
- The inspector viewed the indoor and outdoor learning environments.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector reviewed the provider's hardcopy self-evaluation form as seen at the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

Whiz Kids Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises on the Lynchwood Business Park in Peterborough, Cambridgeshire. The nursery serves the local area and beyond. The setting is accessible to all children. There are enclosed areas available for outdoor play. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending, who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 18 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, six hold a qualification at level 2, one holds a qualification at level 4 and one holds a qualification at level 6. One practitioner is working towards a qualification at level 2. 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:

- enhance the planning of small group activities for older children further, in order that staff have a clear understanding of learning intentions and how to extend learning even further so that children remain very eager to join in throughout
- enhance the lunchtime routine in the pre-school room further to ensure children have sufficient adult support to offer them a thoroughly enjoyable eating experience, encouraging their independence and understanding of healthy eating.

Inspection judgements

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

Children enjoy their time in this stimulating, enabling nursery where their experiences respond closely to their individual needs. They engage in frequent, happy communication, relating well to adults and their peers, while occupying themselves in a wide range of interesting activities. Children throughout the nursery are supported to develop skills to help them achieve the next steps in their learning, including school. The nursery promotes parents' active contribution to their child's progress. Valuable information is gathered about children's interests and development to date through the 'All about me' booklet completed as they start. This information is used well to help children settle and informs the initial assessment process. As a result, children quickly establish their place within the

nursery and make good progress in their learning. A wealth of additional measures is in place to harness parental comment about their child's learning and development. For example, the nursery are introducing an online system which will allow parents to book slots each day to observe their children within the nursery and make comment. The key-person system successfully supports engagement with all parents, who are able to see their child's learning journal and share updates about their child's experiences at home. Parents make good use of the Wow board on which they post comments about their child's achievements. Furthermore, they are invited to consultation meetings, stay and play events and they receive regular newsletters. Effective procedures mean children's progress across all areas of learning are monitored and tracked, including completion of the progress check for children between the ages of two and three years.

Practitioners plan for children's individual learning, closely targeting their progress through activities which reflect their changing interests and developmental needs. For example, children's role play in their travel agency grows from discussions about holidays they are taking. They pack a case, talk about suitable clothes and make postcards of places they would like to visit. They make their own passports and go on holiday to the beach. By considering each area of learning within such activities, children's learning is differentiated to help them each make good progress. Children's language for communication is promoted well through the relaxed, informal conversations and interaction they enjoy with their peers and practitioners. For example, practitioners spend time with younger children as they revel in playing with the cardboard house they created from resource packaging. Children are busy, interactive learners as they colour the house with pens. They crawl inside and a practitioner plays hide and seek with them through the tiny windows on the side. Their language develops well as she offers them ongoing narrative about what they are doing; skilfully introducing counting, shape recognition and helping them recall a favourite story. Children squeal in mock fear as they search for the bear hiding outside the house. They sustain concentration in the activity for a long time as the practitioner follows their interest and conversation and their learning is, therefore, enhanced. Older children communicate with growing confidence. They describe what they are doing during activities, cheerfully recall past events and express themselves clearly in a range of situations. Listening and attention skills develop, as children take part in a focused activity to learn about animals and where they come from. They take turns to show the animal they have chosen and name it and the practitioner offers them additional facts to improve their knowledge. However, the group size is large and children become bored waiting for their turn. Some children become disruptive, which lessens the effectiveness of the activity towards the end.

Practitioners work closely with parents to support children who are learning to speak English. Parents share key vocabulary in children's first language and practitioners introduce English words during the context of children's play. Consequently, children are beginning to develop their English communication and language skills and they and their parents feel valued and included. Children with special educational needs and/or disabilities receive thoughtful, sensitive care and learning. Practitioners work closely with their parents and are proactive in seeking the support of external professionals. Children have access to a range of resources to accommodate their specific needs, such as a dedicated sensory room, within the nursery. The outdoor learning environment is used effectively. For example, children build a house out of large construction blocks, use

umbrellas as they take a walk together in the rain and share the use of two person trikes. Practitioners offer children physical challenge as they call out colour names and children run to the appropriate coloured pad. Babies develop an early understanding of the world around them as they enjoy their beach and weather theme. They explore ice cubes with tiny sea life creatures inside, using a small hammer to smash the ice, and relish feeling the texture of real starfish and crabs.

Children's literacy skills develop effectively as the nursery use a well-known phonic recognition programme. Throughout the nursery, from babies upwards, children's love of books and reading is encouraged and a library service is offered. Children read for enjoyment, both with practitioners and with their friends. They are encouraged to recall details of recent stories they have enjoyed and act out scenarios from favourite books. Practitioners sing with children and teach them familiar rhymes and action songs. Younger children are offered plentiful opportunities to express themselves through creative and messy play activities. They take part in body painting and love to play in the pasta tray, testing the feel of cooked and uncooked spaghetti, or feeling the gloop squelch through their fingers. Older children are beginning to write their names and capably link sounds to letters. They draw recognisable pictures and are proud of their achievements as they see them displayed around the nursery. Children's mathematical development is effectively promoted. Practitioners encourage children to count as an integral part of their play and question them to build on their existing skills and knowledge. For example, children count the number of children present and learn the effect of one more or less on the original number.

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

Children and their families enjoy positive relationships with practitioners at the nursery. New parents and their children are invited into the nursery before children start and settling-in visits are arranged. During these visits, practitioners find out useful information about children's background, preferences and individual routines. As a result, children enjoy continuity of care between home and the nursery and make a successful transition on entry. Children are respected as individuals and the key-person system helps them form strong emotional attachments to a member of staff. Additionally, a key-buddy system is in operation which offers children greater security should their substantive key person be away for any reason. Consequently, children settle easily and are happy and secure. For example, they seek reassurance and cuddles from their key person when they have just moved up to a new room. Children are clearly confident within the nursery and move freely around their rooms and the outdoor play areas selecting resources of their choosing. Practitioners ensure they establish contact with other settings and schools children move onto. They speak with key persons and Reception teachers are invited to visit. This, together with the work done with children within the nursery helps children make successful transitions to other childcare provisions. Transition reports and the transfer to school report are completed and shared with children's parents before being forwarded to new settings and schools.

Children play in a friendly, welcoming environment. From a young age, they are

encouraged to share, take turns and be kind to one another. Practitioners work at children's level and build positive relationships with them through their knowledge of each child and their timely involvement in their play. Sensitive management of children's behaviour helps children learn to manage difficult feelings and they build positive relationships with their peers. Older children develop firm friendships, some of which endure when they move onto school. Practitioners offer age-related explanations to children, explaining why certain behaviour is unacceptable and find out what may have gone wrong when children become upset. For example, when children struggle to share the play oven to cook their play dough cakes a practitioner offers them sensitive help. She explains that the oven has more than one shelf and that there is room for them all to cook their cakes together. With patience, the children are finally able to examine their cooked cakes and talk happily together about their favourite flavour cake. Practitioners offer children regular, genuinely meant praise and encouragement, helping to promote their confidence and self-esteem. Children are taught to recognise danger and learn about risk. For example, children learn how to use tools, such as scissors safely, and know that they cannot use the pirate ship indoors unless a practitioner opens the equipment for use.

The nursery places high importance on helping children understand the benefits of leading a healthy lifestyle and their good health is effectively promoted. Practitioners keep carefully completed records of any accidents, or medication administered, and share details with parents on the same day. The nursery ensures children are active, motivated learners who enjoy time spent outdoors in the fresh air. Children play outside in all weathers, learning what clothes and footwear are appropriate for different types of weather. For example, babies receive nurturing support as they put on their shoes and practitioners explain they need their cardigans until they know how warm or cool it is outside today. Children's individual dietary needs are considered and practitioners work closely with parents and the nursery cook to ensure children only eat what is right for them individually. Snack and meal times are social occasions where children sit together to enjoy their food and one another's company. Children are encouraged to independently pour their own drinks and serve their own food as they grow older. However, in the pre-school room, staffing does not fully meet children's needs at this time. Some children wait a long time after serving themselves before they can start eating. Additionally, some children sit at tables without an adult and as a result, they receive less guidance on portion size and good hygiene. Otherwise, practitioners both use and encourage good hygiene as they wash their hands after changing nappies and encourage all children, even babies to do the same before they eat and after using the toilet.

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

The nursery owner and manager place great importance on their responsibility to ensure children's safety and welfare is prioritised. Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements in order to create an environment that is welcoming and safe. A good range of written policies and procedures support the effective management of the nursery and are made available to parents. Vetting and induction processes for all adults who work or have contact with the

children are secure. For example, enhanced Disclosure and Barring Service checks are obtained to ensure that all practitioners are suitable before they have unsupervised access to children. Children's safety is given high priority. Regular risk assessment and daily checks are embedded within practice to ensure that measures are in place to avoid dangerous situations occurring. As a result, children move around safely and independently. For example, the security of the premises prevents intruders entering and procedures are in place to ensure that children are only collected by authorised adults. The identity of visitors is checked before admitting them to the nursery. An appropriate record of visitors is kept and times of arrival and departure are recorded.

The manager, deputy manager and team have a good awareness of what is needed within the educational programmes to support children's learning and development. They provide a good range of experiences which reflect the needs and interests of the children and help them to make good progress towards the early learning goals. Staff appraisals and supervision are used to improve practice and identify training needs. For example, practitioners are expected to attend two training events per year and are encouraged to seek out continuous professional development opportunities. Self-evaluation is used to highlight strengths and areas to improve the quality of the provision. For example, there are prioritised plans in place to continue the high quality refurbishment of the nursery. The action plan is regularly revised to include new ideas and suggestions. This effectively demonstrates the owner's commitment to continual improvement. In addition, management works closely with their local authority development worker to gain an external professional view and enable them to review and continue to improve their practice.

Good partnerships with parents ensure that children's care is consistent and their development is promoted. Parents are offered a wide range of information in the entrance area. Those spoken to comment positively about the nursery and the experience their child is offered. They value the friendly welcome they receive and the attention to detail the nursery provides. They say that practitioners offer children 'genuine care' and are 'very attentive, very caring and very helpful'. Practitioners demonstrate a keen awareness of the need to work in partnership with external agencies to secure appropriate interventions for children. For example, children with identified needs receive the individual support they need and practitioners meet with other professionals to discuss their progress. As a result, attainable targets are set and appropriate activities are offered which help children make good progress from their initial starting points. The nursery is, therefore, able to demonstrate they are effectively narrowing the achievement gaps for children.

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	EY474203
Local authority	Peterborough
Inspection number	954202
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	134
Number of children on roll	77
Name of provider	Childcare Directory Ltd
Date of previous inspection	not applicable
Telephone number	01733 361290

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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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