

Wellington Villa Nursery

1 Wellington Villas, Bury, Lancashire, BL8 2NX

Inspection date

14/07/2014

Previous inspection date

02/03/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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

- Assessment is highly effective, leading to particularly successful interventions and support for all children, which enables them to make excellent progress in their development towards the early learning goals.
- A highly stimulating environment promotes excellent learning and levels of challenge both indoors and outdoors, which ensures that children are constantly highly engaged in their learning.
- Leadership is inspirational, successfully driving improvement over a sustained period of time.
- Safeguarding is at the heart of all that the nursery does, so that children are safe at all times.
- Children show exceptionally high levels of confidence in social situations and develop an excellent understanding of how to manage risks.

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 different rooms of the nursery and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector checked the suitability of staff in the setting.
- The inspector spoke to parents and carers on the day.
- The inspector held a meeting with the manager and deputy manager of the provision.
- The inspector reviewed self-evaluation documents and policies.
- The inspector looked at the children's assessment records and planning documents.

Inspector
Gary Kirkley

Full report

Information about the setting

Wellington Villa Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from rooms within a terraced property and uses the basement, ground and first floor. All children have access to an enclosed outside play area at the front of the property. The facility is in receipt of funded nursery education. There are currently 53 children on roll, all of whom are within the early years age range. The facility is open from 7.30am to 6pm for 51 weeks of the year. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The provider employs 10 staff, of whom nine hold an appropriate childcare qualification to at least level 2. One member of staff is currently undertaking a childcare qualification at level 3. The nursery has strong links with the local authority early years team, the nearby children's centre and other support agencies.

What the setting needs to do to improve further

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

- enhance staff performance, for example, by giving even more opportunities for staff to share best practice ideas from training attended, with each other.

Inspection judgements

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

The particularly bright and welcoming environment that greets children and their parents and carers promotes an extremely happy and highly effective learning atmosphere. Both the inside and outdoor areas are full of resources that thoroughly engage all children and ensure active participation and high levels of learning. All children make excellent progress towards challenging individual goals that are built around their individual needs as they make rapid progress towards the early learning goals. Parents feel that their children are extremely well prepared for the next stage in their learning and records of their achievements and previous accolades support this.

The quality of teaching is excellent, with staff skilfully using their expert knowledge of the areas of learning and a clear understanding of how children learn, to provide rich and imaginative experiences for all. For example, a member of staff uses shapes and objects within the room to promote understanding of two dimensional and three dimensional mathematical names in a real life context, which is well beyond expectations for the age of the children. Another member of staff encourages children to improve their own mark making and letter formation by reviewing their previous work. This use of reflection is observed frequently in different sessions. As a result of excellent teaching, all children, including those with special educational needs and/or disabilities and those with speech

and language needs, make excellent progress relative to their starting points. Children, who have been unable to experience success in other settings, have flourished here and developed much confidence and strong social skills.

The extensive links with other agencies, the local authority and the parents and carers themselves, demonstrate highly effective early intervention, superb decision making and as a consequence, an extremely positive impact on children's learning. The nursery has shown over a sustained period of time the ability to offer a wealth of help and support to children with special educational needs and/or disabilities and their families. Some parents travel distance to place their child in the nursery. The use of additional programmes to promote language and communication has been highly effective in improving the socialisation of children with challenging behaviour or confidence issues.

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

On entry, all children are assigned a key person with whom they very quickly form a very strong emotional bond. This bond ensures that children develop a trust in adults, which means that they learn to follow instructions carefully. They assimilate the routines that the nursery promotes through repetition and reinforcement, including the use of singing and rhyming. Staff act as excellent role models and this calm, positive and focused behaviour is replicated by the children. During circle time before a snack, children keenly tidy away, then take turns to clean up and enjoy their snack. Children proudly dress-up in the chef's clothes to give out the food. They are encouraged to pour their own drinks, demonstrating their developing fine motor skills and hand-eye coordination.

Personal hygiene is promoted extremely well, with children taking responsibility for themselves. The setting is kept spotlessly keen throughout the day, with the children contributing to tidying up after themselves and this is not perceived as a chore but part of the overall process of playing and learning. This becomes a group responsibility and helps in the development of understanding risk and challenge. The food that all children are provided with is of the highest standard and made by a chef on the premises from fresh. All the children thoroughly enjoy the highly nutritious meals and use the time at dinner to talk and reflect on the activities.

The transition to school is supported highly successfully with parents past and present commenting extremely favourably on the process. Children are able to make visits to their chosen school, find out the expectations for behaviour and even dress-up in the uniform of the proposed placement. This helps to excellently prepare children emotionally for the move to school when the time comes.

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

Staff put safeguarding at the heart of everything that they do, making this the priority for the children. The building is kept safe, with doors and gates locked and continually checked. Staff check equipment rigorously before using it and promote the highest standards of health and safety. There are highly effective and up-to-date risk assessments

of all major activities. As a result, there have been no significant accidents or issues over many years. Children are encouraged to keep themselves safe and there are well-documented examples of professional adults coming to explain fire and other risks as part of thematic activities. The manager successfully monitors the delivery of the learning and development requirements of the Early Years Foundation Stage through rigorous and systematic observations, review of planning documents and checking of children's progress files.

Child protection and other statutory training by all staff is up to date. There are extensive records of all staff and their training programmes. Records show up-to-date Disclosure and Barring Service checks and that all staff are appropriate to their positions. Staff fully understand the local authority policy on issues relating to whistleblowing and give examples of how training has had a positive impact on their practice. Appraisal is systematic and supervision continuous. There is scope to enhance staff performance, for example, by giving even more opportunities for staff to share best practice ideas gained from training attended, with each other.

The manager is an inspirational leader, who has an excellent vision of continuous improvement, which is communicated highly effectively to all. Over time this has ensured that the organisation has the highest expectations of everyone. The manager has outstanding insight into the effectiveness of the provision. She uses the self-assessment process well to reflect on the issues that the nursery has faced and these have all been successfully addressed over time. The manager has driven improvement very effectively, demanding the highest professional and personal standards. Without exception, parents and carers have nothing but glowing admiration for the nursery. This is shown in parental questionnaires, the effective website and testimonials from external agencies. Parents are completely involved with contributing to the excellent progress of their child. From the earliest involvement, they help in the preparation of individual plans, adding information as necessary and reviewing the targets. This means that there is a superbly coherent approach to helping children to fulfil their potential.

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	EY302503
Local authority	Bury
Inspection number	873034
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	53
Name of provider	Nina Johnson
Date of previous inspection	02/03/2009
Telephone number	0161 764 8126

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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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