

# Wulstan's Lodge Childcare

St. Wulstans R C Primary School, Elmfield Walk, STOURPORT-ON-SEVERN, Worcestershire, DY13 8TY

<b>Inspection date</b>	10/09/2014
Previous inspection date	17/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Children enjoy their time at this welcoming and supportive group where they make good progress in their learning and development. They are supported by practitioners who have a good understanding of how children learn.
- Practitioners have a warm and caring rapport with the children, which helps them form strong attachments. They are knowledgeable about children's individual needs and this promotes their well-being very effectively.
- Practitioners work well in partnership with parents, other professionals and the host school in their support of all children and to further promote good outcomes for all children.
- The group fulfils its responsibilities in meeting the safeguarding and welfare requirements. Practitioners have a thorough understanding of how to keep children safe and secure. Potential risks to children are minimised through effective safeguarding and risk assessment policies and procedures.

### It is not yet outstanding because

- Children's play and learning in the outdoor area is not yet fully enhanced to embrace all areas of learning, including extending their knowledge and learning in the local environment.
- There is room to build on the information gained from parents about children's starting points in their learning, to further support children's learning and development.

## 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 indoors and outside.
- The inspector talked to practitioners and children, and held a meeting with the manager and the provider.
- The inspector sampled a range of documentation, including children's assessment records and planning documentation.  
The inspector checked evidence of suitability and qualifications of practitioners working with the children, and looked at a range of policies, procedures and risk assessment documents.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Wulstan's Lodge Childcare was registered in 2004 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group is managed by a committee. It operates from self-contained premises in the grounds of St Wulstan's Roman Catholic Primary School in Stourport-on-Severn. The setting is open Monday to Friday, during school term times, from 7.30am until 6pm. It also offers care to children before and after school from 8am until 8.45am and 3.15pm until 6pm. In addition, a holiday club is available, subject to interest from parents. Children are able to attend for a variety of sessions. There are currently 43 children on roll, 24 of whom are within the early years age range. The setting provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs seven members of childcare staff. Of these, three hold early years qualifications at levels 3 to 6. The setting receives support from the host school and 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:

- maximise opportunities for children to extend their play and learning in the outdoor area, and take part in play that embraces all aspects of learning, including their knowledge of the local area
- extend the range of information gained from parents about children's starting points on entry to the setting, to further support children's learning and development.

### Inspection judgements

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

Practitioners have a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. The quality of teaching and learning is good. Practitioners are knowledgeable about the way children learn through play and they provide positive learning experiences for children that cover all areas of learning. Practitioners model play well by showing children how to use equipment and guide them when necessary to support their learning. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. During play they ask children open-ended questions, such as 'can you remember?' and 'what does it feel like?' Children settle in quickly and become absorbed in activities led by practitioners and those they choose themselves. For example, children enjoy mixing paints and respond confidently to practitioners' questions about their facial features as they paint their own portraits. Children respond with enthusiasm to all the

activities on offer and particularly enjoy exploring and examining objects in the science area, such as shells, a coconut and pine cones. They use a magnifying glass to make 'things look big' and they are excited when they find a 'little spider' while digging outside. There is room to strengthen aspects of the outdoor environment to further enhance children's already good learning. For example, by enriching opportunities for children to extend their play and learning by taking part in play that embraces all aspects of learning, including developing their knowledge of the local area.

Planning, observation and assessment work well to support children's progress and attainment. Good use of observations and practitioners' secure knowledge of children's next steps in their learning ensure that every opportunity is made to support children's good progress across all areas of learning. Practitioners include children's ideas and interests in future plans, and this helps motivate them to learn. Parents are well informed about children's activities and progress through daily communication books and regular parent consultations. Parents are encouraged to become involved in their child's learning at home and have frequent opportunities to look through their child's learning journey record. Practitioners gather a wide range of information from parents to gain an understanding about children's individual needs and interests. However, they do not fully engage with parents during the admission stage about the skills and abilities children have, to help staff form a baseline assessment of development and inform their future planning.

Children's communication and language skills are fostered well and new vocabulary is introduced as children play. There are good opportunities for children to develop a love of books, which they access independently. Children enjoy taking part in an engaging singing session where they keenly use a range of musical instruments and sing their favourite action songs. Children have good opportunities to make marks, recognise and write their name and learn about letters and sounds to foster their literacy skills. Children's mathematical development is progressing well and during activities they confidently count, recognise numbers and talk about colours. Practitioners help children to begin to understand mathematical concepts as children fill and empty containers with rice, for example, they talk to children about 'big', 'small', 'full' and 'empty'. This helps children to learn about volume and capacity. Children develop their knowledge of technology using a wide range of resources including interactive toys, a computer and interactive white board. Practitioners demonstrate a clear understanding of how to help children achieve well and develop the characteristics of effective early learners. They make sure that children are ready for the next stages in their learning and are effectively supported in their move to school.

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

Children's well-being is promoted successfully. They enjoy their time at this welcoming and supportive group where they can learn, explore and develop safely. Practitioners develop warm and caring relationships with the children in their care. Very good attention is given to settling in new children by talking to them and guiding them through the daily routines. The key-person system works well and children are given time to develop relationships with practitioners when they first start, to see who they naturally seek out for

reassurance. This supports each child's smooth transition into the group and ensures their social and emotional well-being is fostered successfully. Practitioners work closely with parents during the admission phase and keep them fully informed about their children's care and well-being. They spend time finding out about children's individual needs and parents' preferences to make sure children's needs are fully met. Practitioners speak calmly to children and give them frequent praise and reassurance to help build their confidence and develop a sense of belonging. This also helps to foster children's social and emotional well-being.

Safety within the group is given good consideration and effective steps are taken to minimise risks to children. For example, the premises are secure, practitioners are well deployed, and they are vigilant and supervise the children well. This ensures children remain safe and secure. Resources are set out attractively to engage and stimulate children's play and learning. Children have time to play at their own pace, explore freely and make choices about their play and learning. Children thoroughly enjoy playing outside where they learn to develop positive attitudes to the importance of being in the fresh air and exercise as part of a healthy lifestyle. They also benefit from being able to move freely between the indoor and outdoor play space and take part in activities in other parts of the school grounds, which helps further promote their confidence and skills. Children's health and well-being are protected as practitioners support children well in learning how to manage their own personal care. They are encouraged to be independent and develop self-help skills during snack time and by putting their own coats on to play outside. Children learn about keeping themselves safe, use space and equipment appropriately and evacuate the premises in the event of an emergency. Children's specific health, dietary needs and allergies are documented in detail and understood by practitioners. This ensures their well-being is assured. Children's personal, social and emotional development is fostered well. They are confident and their behaviour is very good. Children develop kind and caring behaviours, for example, they hold hands and talk about being friends. Practitioners provide very positive role models and speak to the children respectfully. They help children to understand the rules for being together and encourage good manners, sharing and consideration of others. Children develop an awareness of responsibility within the group as they help to tidy away toys. They receive positive support and praise for their achievements. This helps to motivate children in their learning and boosts their confidence.

Inclusive practice is successful as the management and practitioner team make sure all families and children are respected and valued equally. Strategies are in place to support children who speak English as an additional language, to ensure they progress well given their starting points. Practitioners work with parents to see how they can support children, and they use picture cards to help children during daily routines and activities. Partnership working with other agencies is successful, together with support from the school to provide advice and support for children with special educational needs and/or disabilities. This ensures timely intervention for children who may need additional support. Very good links with the host school help children become familiar with the school site and many aspects of school life. Children are developing good skills to effectively support them in their future learning. They use their imagination well, develop independence and are happy and enjoy what they are doing. Their all-round development is fostered successfully to help them confidently embrace their move to school.

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

Leadership and management are good. Since the last inspection the nominated individual, committee, manager and practitioner team have worked effectively together to place a strong focus on quality improvement to help the group move forward. Actions from the last inspection have been implemented successfully. The committee have improved their understanding of the requirements and procedures to follow regarding notifications. They have also strengthened their role in monitoring and evaluating the effectiveness of the group to sustain and drive forward improvement. Practitioner deployment has been reviewed to ensure the qualifications and first-aid requirements are met at every session. This is monitored effectively to ensure children's needs are met and their well-being is assured. The nominated individual and practitioner team are confident about their role in safeguarding children and have undertaken training to develop their knowledge in this aspect of practice. They demonstrate a good understanding of the procedures regarding allegations of abuse and reporting child protection concerns. All of the required documents are in place for the safe and efficient management of the provision. The management team are clear about the retention timescales and availability of documentation, and records maintained effectively and stored to ensure confidentiality.

Robust systems are in place for the recruitment and selection of practitioners to ensure their suitability by undertaking references and obtaining a Disclosure and Barring Service check. Practitioners' ongoing suitability is supported through effective induction, supervision and appraisals. All the required checks are in place for committee members to confirm they are suitable. The planning and assessment systems have been reviewed to make sure the information gained from observations is used effectively to plan children's next steps in learning based on their interests and ideas. Practitioners use their knowledge gained from training to assess how well the learning environment meets the needs of the two-year-olds in the group. They have considered the range of toys and equipment available, accessibility and the daily routine in order to enhance children's interest and participation. This is working well and ensures that all children make good progress and activities and experiences are shaped to meet children's individual learning and development needs.

Comprehensive risk assessments cover all aspects of the premises, and access to the premises is closely monitored. Practitioners are vigilant about arrival and collection procedures and good security precautions contribute towards children's safety. Management systems run smoothly, with good systems in place for supervision, appraisals and identification of training needs. Good arrangements are in place regarding the programme for professional development, and this has a positive impact on the group and on improving children's learning and development. Practitioners are professional, caring, enthusiastic and committed to their roles, and they have developed positive partnerships with parents. Successful information sharing and partnership working with other providers and outside agencies ensure children's needs are identified and well met to help them make good progress. Strong links with the host school ensure a smooth transition for children. The manager and practitioner team place great value in ensuring that parents

develop a sense of belonging to the group and have a say in the care and well-being of their children. Parents are provided with a wide range of information to ensure they are well informed about how the provision operates and they are kept up to date about their child's progress, achievements and daily experiences through their communication book. Parents speak very positively about the provision and say their children are really happy and excited about coming to nursery. They particularly like the daily communication book and how well practitioners support children's language and communication skills. Parents find practitioners very welcoming and say they are delighted with the nursery and the progress their children make. Future plans are focused and well targeted, and include the views of parents and children. Overall, the manager and practitioner team create an environment that is very welcoming and supportive, where children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY291703
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	963205
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of provider</b>	St Wulstan's Child Care Group (Stourport) Committee
<b>Date of previous inspection</b>	17/10/2013
<b>Telephone number</b>	01299 829032

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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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