

Wishing Well Private Day Nursery

Crow Nest Road, Bingley, BD16 4HQ

Inspection date

27/10/2014

Previous inspection date

13/04/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

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	3
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

- The staff at the nursery work well as a team to emotionally support each child and their family. This means children feel safe and secure.
- Staff develop good relationships with parents, sharing information each day about their child's care and learning. Links with school and other early years settings are established to ensure continuity of care and develop a strong ethos of joint working.
- Children's good health is promoted effectively through the clear hygiene routines implemented and regular access to the outdoor area. This supports children successfully in developing an active lifestyle and promoting their physical skills.

It is not yet good because

- Risk assessment is not always effective in ensuring that children's safety is always given the highest priority as staff have failed to take effective action to address risks identified with regard to the outdoor area.
- The systems in place to observe, assess and monitor children's individual learning are not fully embedded. This results in learning experiences that are not fully matched to children's individual needs and stages of development.
- Planned activities are not always sharply focused and appropriate to the age of the children. As a result, staff miss some learning opportunities to extend children's communication and language.

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 had a tour of the nursery.
- The inspector carried out a joint observation with the manager and the nursery's support coordinator.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and action plans.
- The inspector observed teaching and learning activities, including in the outdoor environment and mealtimes, and spoke to staff and children at appropriate times.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key persons.
- The inspector carried out a meeting with the management team of the nursery and discussed a range of policies and procedures, including the safeguarding policy, accident and medication records.

Inspector

Amanda Forrest

Full report

Information about the setting

Wishing Well Private Day Nursery was registered in 1996 and is run by Dargan Childcare Ltd. It is on the Early Years Register and operates from a converted school building, supported by two terrapin classrooms in the nursery grounds. There are two entrances to the premises, one of which is accessed by a small number of steps. The nursery is situated close to Bingley town centre, in Bradford, West Yorkshire. It is open Monday to Friday, from 7.30am to 6pm for 51 weeks of the year. There are currently 104 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free, early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 27 staff, 19 of whom hold early years qualifications at level 3 or above.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all necessary steps are taken to remove or minimise risks to children's safety; this particularly relates to the security of the outdoor area
- use information from observations of children's achievements, interests and learning effectively to monitor their progress against the areas of learning, in order to clearly identify their next steps in learning and to plan challenging, age-appropriate and enjoyable experiences to support their individual learning needs
- improve the planning for focused activities to ensure the learning intentions link clearly to children's next steps and support children's communication and language skills fully.

Inspection judgements

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

Staff have an appropriate knowledge and understanding of the Early Years Foundation Stage and understand how young children learn. The systems in place to observe and assess children's development require improvement. This is because they are not fully embedded and do not take into account children's individual needs. As a result, children are not always provided with challenging and purposeful experiences to help them to make good progress. In addition, planning does not include children's individual next steps and is not sharply focused. On some occasions, the next steps set for young children are unrealistic and too broad to focus on purposeful experiences and to extend children's

learning. Consequently, planning and focused activities are mundane and the quality of teaching is variable because staff do not always exploit opportunities to extend and support children's communication and language skills. For example, staff have no clear focus on a construction activity, which is intended to extend and support children's language. As a result, children lack engagement and staff miss opportunities to ask open-ended questions. Consequently, children's language and speech are not effectively promoted. Overall, children are generally working within the typical range of development expected for their age and make satisfactory progress.

Staff in the nursery create a welcoming and nurturing environment. As a result, children enjoy their time in the nursery. Each age group has a designated outdoor area where they enjoy playing with a developmentally appropriate range of toys and resources. The children relate well to their playmates and the staff. Children confidently try the activities on offer. For example, babies take part in pumpkin rolling and older children explore a dinosaur world. They enjoy the freedom to move between the resources and activities with staff support to enhance their learning and development. For example, children explore and experiment with different Autumn fruits and leaves to support their understanding of the world and enjoy making marks with crayons and pencils to develop their early literacy skills. Older children are introduced to phonics and are beginning to recognise letters and write their own names, in preparation for starting school. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children, as they recognise children learn best when they feel safe and secure with adults they know well. The key person works with children in small groups, reading stories and singing rhymes to them as they sit together on the floor. Children join in with pleasure, as they make animal noises as part of the story and excitedly use the musical instruments. A good selection of natural resources are also provided, which supports children to learn through their senses, as they explore and investigate objects in the world around them. Older children's personal, social and emotional skills are promoted during circle time as children are encouraged to take turns and discuss aspects of the weather.

In the main, parents are suitably involved in their children's learning because staff talk to them each day. Children's progress files are regularly shared with them, which provide information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interests and achievements from home. The progress check for children between the ages of two and three years is completed and shared with parents. Children who speak English as an additional language are supported by their key person. They speak to parents and use familiar words, to enhance their understanding of children's developing needs. Individual educational plans are in place to support children with special educational needs and/or disabilities and narrow any gaps in learning, and close links with outside agencies further support their development.

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

Children are supported emotionally and develop positive relationships with their key person. This helps to build them to feel safe and secure. Children separate from their parents and are welcomed into the friendly environment where they are happy and enjoy

what they are doing. Children show by their words and actions that they feel safe and secure. They happily go to staff for comfort or reassurance and show a good sense of belonging. Prior to children starting the nursery, parents complete an 'All about me' booklet, which helps staff to gain valuable information about each child's individual needs, care routines at home and family background. Consequently, staff celebrate each child's uniqueness and provide carefully tailored care. For example, parents are asked what children like or do not like, things they are good at and things they may need help with and any dietary requirements. Staff are positive role models and they speak kindly and calmly to each other and the children. Staff encourage children to develop their independence as they play and resources are all stored on low-level shelves to promote easy access. This helps to encourage self-confidence in preparation for the eventual move to school. Behaviour is good and children are encouraged to think about their actions and how they make others feel. Staff promote good manners to the children as they are reminded to say 'please' and 'thank you' during play and more formal situations, such as meal and snack times.

Snack times are social occasions as the children sit chatting to their friends and staff. Children are offered a good range of nutritious snacks and water to drink, and are encouraged to talk about healthy food and exercise. Staff are clear about children's allergies, which ensures their needs are addressed appropriately and respected. Good procedures are in place to encourage appropriate hygiene practices, such as washing hands before eating and after using the toilet. This is extended by staff, who provide good role models for the children. They follow effective hygiene procedures for nappy changing and in helping children to wipe their noses and dispose of their tissues hygienically. Staff provide good opportunities for children to be active through daily access to the outdoor area, where they enjoy fresh air and are able to expend their energy. Children learn to take small risks and work out how to keep themselves and others safe. For example, they wait for other children and use the bikes in a designated area, and know that they must not throw sand at other children. The premises appear clean and well maintained. The children regularly practise the fire drill, ensuring the premises can be swiftly evacuated in an emergency. Accident and incident forms are collected and the information is used to inform risk assessments, which are generally good. Risk assessments cover all areas of the nursery and visits that the children go on in the local community. However, these are not fully effective, as the access and exit gate in the older children's garden is not always secure. As a result, children's well-being and safety are not always fully protected.

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

The management team have a sound knowledge of the Early Years Foundation Stage and generally fulfil their responsibilities in meeting the safeguarding and welfare and the learning and development requirements. All staff have completed relevant safeguarding training and have a good understanding of their child protection responsibilities and the procedures to follow in the event of any concern. Risk assessments are carried out throughout the nursery. However, staff have not ensured that all necessary steps have been taken to minimise the risk to the older children's safety in the outdoor area. For example, access to the garden area is not secure, which means children could gain access

to the car park, which is not enclosed. Staff are aware of this and explain that children are always supervised when in the outdoor area. However, consideration has not been given to implementing additional measures to minimise this risk even further. Adequate recruitment procedures ensure adults are suitable to work with children, and staff are clear about their roles in the nursery. The manager ensures that arrangements for supervising children are managed safely, ratios are maintained at all times and registers of children's attendance are kept. Fire exits are clearly labelled and ensure that there is a suitable route out of the building in the event of a fire.

The management team has a suitable understanding of the learning and development requirements, and systems are in place to evaluate the nursery provision. However, certain aspects of the quality of teaching are not fully met, in relation to monitoring the observation, assessment and planning arrangements to ensure children's individual needs are met. The management team compile detailed improvement plans which are closely linked to the nursery's self-evaluation. Regular supervision of staff is in place and they discuss areas that require improvement. In addition, training courses are organised to raise the quality of teaching in the nursery. Recommendations set at the last inspection have been addressed in full. For example, effective links with other settings support children's continuity of care, and demonstrate the commitment the staff have to improving practice in the nursery.

Parents are happy with the progress their children make and praise staff for their commitment in settling children into the nursery. Daily discussions are used to inform parents of activities and individual achievements. The regular newsletters keep parents informed of forthcoming events and changes in the nursery, for example, during Harvest Festival and the Christmas Nativity. This means partnerships with parents are promoted. Partnerships with other agencies are effective. This is particularly evident for children with special educational needs and/or disabilities and those who speak English as an additional language. Staff observe closely what strategies other professionals use and take on board these ideas to implement into their daily practice. As a result, children are appropriately supported in their learning.

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

Unique reference number	302073
Local authority	Bradford
Inspection number	855014
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	104
Name of provider	Dargan Child Care Ltd
Date of previous inspection	13/04/2010
Telephone number	01274 774494

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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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