

The Village Day Nursery

Crooke Road, Standish Lower Ground, Wigan, Lancashire, WN6 8LR

Inspection date

13/11/2014

Previous inspection date

30/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 maintain good partnerships with parents and other professionals, helping to provide continuity of care, learning and development for children. Consequently, children's individual needs are met very well.
- Staff plan activities to reflect children's interests and stage of development, which means that they make good progress in their learning.
- Staff are experienced in developing children's language because they pay good attention to promoting their communication skills.
- Management and staff are aware of the signs and symptoms of abuse and are confident about reporting concerns. This effectively promotes children's safety and well-being.
- Children are supported well by staff through the fully embedded key-person system. Children develop secure attachments to staff and staff know them well, which means children's needs are fully met.

It is not yet outstanding because

- Children are not yet fully able to do some things for themselves because there are some resources which are not fully accessible to them.
- Staff have not yet fully developed opportunities in the outdoor area for children to become familiar with number and text in their environment to enrich their learning experiences further.

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 looked at children's assessment records, planning documentation, evidence of the suitability of staff members, and a range of other documentation, including the safeguarding procedures.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed the provider's hardcopy self-evaluation form as provided to the inspector on the day.
- The inspector took account of the views of parents, as recorded in written questionnaires and parents spoken to on the day.
- The inspector observed activities in all of the rooms and talked with the staff.

Inspector

Helen Gaze

Full report

Information about the setting

The Village Day Nursery opened in 2000 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted village primary school in the Standish Lower Ground area of Wigan. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions and are cared for across four rooms. All children have access to an enclosed outdoor play area. There are currently 127 children on roll in the early years age range. There are currently 28 staff working directly with the children, all of whom have an appropriate early years qualification at level 3. Four staff have qualifications at level 6 and one staff member holds a qualification at level 7. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and 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:

- enrich the quality of the outdoor environment, for example, by providing even more opportunities for children to develop their understanding of numbers and text in the environment
- focus on making the resources even more child-accessible, to further challenge children to do things for themselves, particularly in relation to babies accessing all resources and older children hanging up their own coats.

Inspection judgements

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

Children are happy, settled and motivated. This is because staff know children well and effectively maintain partnerships with parents to meet their individual needs. Staff gather relevant information from parents about children's current stage of development and use the information to effectively plan challenging and purposeful activities. They successfully gather evidence of children's abilities through observations of their play. As a result, all children receive tailored support and staff plan activities to help them to make good progress in their learning. Staff complete the progress check for children between the ages of two and three years. They share these assessments with parents and other professionals. Staff have formed secure Links with the local authorities outreach team,

which means that children's needs are quickly identified and gaps in their learning are closed quickly. Consequently, staff meet all children's individual needs well, including children with special educational needs and/or disabilities. Staff support children's development further by providing varied, stimulating and inviting resources that have depth and breadth across the seven areas of learning. They share the experiences of children each day with parents and this helps to keep them fully informed.

Staff are skilled and experienced in developing children's speech and language and many of the staff are trained to deliver language programmes. This means children benefit from staff who model, comment on and listen to what they say, which helps to develop their speaking, listening and understanding. For example, as babies enjoy the sensory experience of foam, staff use words and sounds to support their play. They encourage babies to copy, which they do, saying, 'wow' and 'ooooo'. This means staff successfully extend children's language development through planned and purposeful activities. Staff show good skills in asking open-ended questions to develop children's vocabulary and thinking skills. They do this through reading stories, singing rhymes and as children play. For instance, in the toddler room staff ask children what they may need to do some painting. This provokes children's thinking skills and encourages them to find ways to do things. Children enjoy the weekly music sessions with an organised group and learn about rhythm, pace, time and speed as they play with instruments and create their own songs. This further supports children's communication and language and helps to develop their understanding of mathematical concepts. Consequently, this helps children to gain the skills needed to prepare them well for their future learning.

Children spend time in the indoor soft play area, equipped with balls, mats and soft climbing blocks. They master jumping, rolling and climbing as they play, which supports their physical development. Staff provide materials, such as pebbles, for children to develop their use of smaller movements. Staff teach children about their community as they take children on outings to explore the local village. They take children to visit the canal to observe the passing boats and to feed the ducks, developing their understanding of the wider world around them. In the garden children practise their physical skills as they paint on the chalk board with water and paintbrushes to create patterns and marks. They learn to construct on a larger scale and enjoy completing large floor jigsaws with staff. This helps to develop their problem solving skills as they find their own ways to do things. Pre-school children learn about cause and effect as they place balls on the floor and watch as the wind blows them away. This is further supported indoors as they mix paint. For example, staff tell children they wish to use the colour green and ask them how this can be made. Children respond by mixing various colours of paint together, eventually mixing blue and yellow. As a result of this teaching, children learn to investigate, think and find ways to do things. Staff use displays indoors to support children's development. For example, they create number lines and the environment is rich in text as each basket is labelled with words and pictures. However, this is less well developed outdoors. Staff have not yet fully developed the outdoor area to support children to become familiar with numbers and text in their environment to enrich their learning experiences even further.

Children are confident to explore their environment and like to become involved in activities. This is because the key-person system is well-embedded and children feel safe and secure. Staff support children well and meet their individual needs. Babies form strong bonds with staff and seek support and comfort by sitting on their lap and snuggling in. Staff have provided younger children with a separate area, supported by a small staff team, which means their personal needs are well met. Staff talk with parents at the end of each day to ensure they are fully involved in their child's care. Staff support children well during their move into the nursery. They work with parents to collect information about their children's likes, dislikes, routines, medical and dietary needs, which they use well. Key persons prepare children for their move to other rooms. For example, as children arrive in the morning they eat breakfast together. This means they develop relationships with all staff, which supports them for their future moves within the nursery and ultimately for their move to school. Children with special educational needs and/or disabilities are well supported. Staff take extra care in ensuring that children are happy and feel secure when making changes to familiar routines and staff, which helps to prepare children well and supports their emotional well-being.

Children benefit from fresh air and exercise everyday in the nursery garden and surrounding fields. The outdoor areas is well equipped to help children to develop their physical skills as they run and ride on wheeled toys. Babies have access to a separate area with soft flooring to allow them to crawl around and explore. Consequently, they learn about the world around them. Older children attend weekly swimming lessons and this helps children to understand how to manage their own safety as they take risks jumping into the water. Staff teach children about keeping themselves safe outdoors by wrapping up warm from the cold. Children spend time outside and staff include them in the daily risk assessment. They check the outdoors together, including making sure the gate is securely closed. Children enjoy digging and planting and have recently planted tomatoes, which are beginning to grow. This helps children to understand about the foods that are good for us. Staff provide fresh meals and talk to children about the foods they are eating, building their interest in healthy eating.

Children behave well because they know what is expected of them. Staff spend time explaining the boundaries, which children demonstrate they understand. For example, staff tell babies they must wear an apron before getting messy in the foam and teach them to take turns, which babies do. Older children like to do things for themselves. For example, they learn to put on their own coats and enjoy selecting the resources they want to play with. However, some resources are not as accessible for children to do all things for themselves. For example, babies cannot always reach some of the resources placed on shelves and older children cannot hang up their own coats because the coat pegs are a little too high. This means children need support to complete some tasks. Nevertheless, children are developing their independence well. For example, they wash their own hands at meal times and help to lay the table. Younger children tidy away their toys when they have finished playing with them. As a result, children are developing the skills needed for future learning.

The effectiveness of the leadership and management of the early years

provision

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and met by managers and all staff. As a result, staff understand policies and procedures and implement them effectively, ensuring all children are kept safe from harm. Staff have a clear understanding of the child protection procedures and follow these rigorously. They are aware of the signs and symptoms of abuse and are confident to report concerns. Staff implement the mobile phone policy and this means that children are kept safe from harm. The recruitment and vetting procedures are robust and suitability checks are in place for all staff. All staff undergo a thorough induction that informs them of their roles and responsibilities in helping to protect children. The management team recruit qualified and experienced staff and provide further training to support them in their role. For example, staff have received training to help them in developing children's communication and language skills. As a result, staff are well-qualified to meet the needs of all children. The management and staff team demonstrate they have a good understanding of the learning and development requirements. The secure management structure allows supervisors and managers to oversee the planning and assessment of individual children, which has a significantly positive impact on children's good progress.

Managers have created a culture of continuous improvement and as a result, all previous recommendations have been fully met. They invite staff to evaluate their environment and they offer their thoughts and ideas on how to develop specific areas of the nursery. Parents complete parental questionnaires and say they are really happy with the support and care given to their child. Staff collect the views of children during the tea time talk programme developed by staff. They listen to children's views and incorporate their ideas. For example, by changing the home area to a party home corner. This helps children to feel listened to and valued. Staff receive supervisions to help their professional development and to monitor their overall effectiveness. They use peer-on-peer observations to share their best practice and to help improve overall teaching. Staff benefit from managers working with them in the rooms, modelling and identifying areas for further improvement. This helps to develop staff expertise.

Staff have developed strong partnerships with parents to help them to improve outcomes for all children. They hold regular parents' evenings to update parents about the progress their children make. Staff provide shared reading schemes for children to take home books and regularly invite them to events at the nursery. This further establishes the good relationships they have with parents and benefits children greatly. Staff forge good links with other early years settings to share the learning that takes place. They send out regular updates about the progress children make and share their next steps in learning with other professionals. This helps to provide continuity in children's learning. Staff invite the teachers from local schools into the nursery and this support children well for their move on to the next setting. They work closely with outside agencies to support children with special educational needs and/or disabilities, which has a positive effect on children's well-being, learning and development. The management team welcomes the support of the local authority to help drive improvement effectively.

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

Unique reference number	322994
Local authority	Wigan
Inspection number	872162
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	89
Number of children on roll	126
Name of provider	The Village Day Nursery Ltd
Date of previous inspection	30/09/2009
Telephone number	01942323444

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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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