

# Wicklewood Extended School

Wicklewood CP School, Hackford Road, Wicklewood, Wymondham, Norfolk, NR18 9QJ

## Inspection date

Previous inspection date

26/11/2014

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	1
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

- Partnerships with parents are highly effective as staff are committed to working together with them, to ensure that each child's individual care and learning needs are met. Parents are respected as their child's key educator.
- Exceptional partnerships with the school ensures that children are supported exceedingly well to prepare them for the next stage in their learning and development, such as moving into the reception class. Children are fully supported to develop the necessary skills, which helps them to embrace new experiences with confidence.
- Children's emotional well-being is supported exceptionally well in this warm and welcoming setting. They develop extremely secure and emotional attachments to staff.
- Children behave exceptionally well. Staff act as excellent role models and consistent boundaries are in place, supporting children to know what is expected of them. Children are confident and readily seek out others to share play and learning experiences.
- Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk and know how to report concerns.

### It is not yet outstanding because

- Staff do not always maximise opportunities to extend children's learning further and to the next level during adult-led activities.

## 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 observed activities in the main classroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager and the head teacher of the primary school.
- The inspector checked evidence of the suitability and qualifications of staff working with children and viewed the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents and looked at written comments in questionnaires.

## Inspector

Jacqueline Mason

## Full report

### Information about the setting

Wiklewood Extended School was registered in 1976 and moved to its current location in 2007. It is registered on the Early Years Register and operates from a self-contained classroom within Wicklewood School in Wicklewood, Norfolk. There is an enclosed area available for outdoor play. The extended school is managed by the school governing body. It serves the local area and is accessible to all children. The extended school employs 13 members of childcare staff. The manager and one member of staff hold a degree in early years. In addition, seven staff have an early years qualification to at least level 3. The extended school opens Monday to Friday, during school term times. Nursery sessions are from 9am to 12 noon and from 12 noon until 3pm. Out-of-school care is available for children in the reception class and older, from 7.45am to 8.45am and from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 147 children on roll, 39 of whom are in the early years age range. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- focus more closely on consistently maximising opportunities to extend children's learning further, with regard to allowing them to think critically and participate more fully during some adult-led activities.

## Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery, both through verbal discussion and completing 'all about me' booklets, helping to identify their starting points, likes, dislikes and interests. As a result, staff are able to plan for children's continuing progress immediately when they start to attend. Staff undertake observations of children as they play and keep a record of these, along with photographic evidence. Observation is effective and very precisely evaluated. This includes identifying children's interests and the next steps in their learning. These are reflected in the planning to meet the unique needs of every child, ensuring that they make the best progress that they can in their learning and development. Children are progressing well within the expected development bands for their age. The progress check for children between the ages of two and three years is completed and shared with parents. Any gaps in children's learning are quickly identified through a robust tracking system and action taken to manage the concern. Parents are actively encouraged to remain involved in their children's learning in the nursery and at home. For example, they are encouraged to attend 'parents as partners' events. Staff promote reading at home and have held a 'bedtime story' session

for parents and children to come to nursery in the early evening for a story and hot chocolate. The purpose of the event was to encourage parents to read regularly to their children and it was very well attended.

Staff understand how children learn and there is a good balance of adult-led and child-initiated activities. They engage well in children's play and the quality of teaching is good, although, on occasions, staff do not maximise opportunities to extend their learning and support them to concentrate. For example, during adult-led registration, all children sit together on the floor but staff do not always remember to remove the floor toys. This means that some children quickly become distracted and lose concentration as they start to play with the toys. This disrupts those children, who are listening. During registration, children are encouraged to count the number of children and adults present. Children confidently count up to 15 as staff point to each child in turn. Numbers and counting are a focus for the nursery at the moment, supporting children to develop mathematical skills in readiness for school. Older and more able children understand the concept of adding and taking away. They readily respond to questions that include one more or one less. However, sometimes staff miss opportunities to extend the learning of younger children during adult-led activities involving numbers. For example, when playing with play dough, children listen as staff count how many animal shapes they have cut out using the cutters, but they are not encouraged to count for themselves while staff listen. When children lead the activity in a different direction, making food from the play dough, staff respond well and follow this lead.

Children are respected as individuals and staff have very good regard for their individual needs. All children are fully included in the activities and routines of each day. As a result, their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future, such as when they move onto school. Less confident children separate from their main carer with support and encouragement from a familiar adult and stay close by, enjoying their reassuring presence. Children seek out others to share play experiences. They play imaginatively together, based on their own and imagined experiences. For example, they play together pretending to be a horse and a rider, using strings from the threading activity as reins. Staff remind children about keeping safe and using the strings safely. They chat to children and model taking turns in conversation. Staff are good at asking open-ended questions and give children time to process the question before answering. Language used with children is effective to promote their increasing vocabulary and they talk confidently. They readily initiate conversations with other children and adults. Children enjoy sitting with adults to look at story books and readily join in conversations about the illustrations, making links to their home life. For example, when looking at a book about Christmas, children readily talk about what they would like from Father Christmas. Staff plan to extend children's interest in Christmas as next weeks' planning shows that they are going to be looking at Christmas around the world and how it is celebrated in other countries.

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

A comprehensive settling-in programme is in place and this ensures that children are supported exceptionally well by their key person, who takes responsibility for developing relationships with children and their families. Families are offered home visits before children start at the nursery. This enables children to begin to develop emotional attachments to their key person and gives staff an opportunity to see them in their home environment. Parents appreciate that settling-in processes are unique to their child and they are able to continue with short visits until they are reassured that their child is settled. Children, who do not settle quickly, are supported sensitively by their key person. They develop very strong emotional attachments to their key person and other staff. Staff pay a significant amount of attention to supporting children's personal, social and emotional development, chatting to them about how they are feeling and skilfully managing anxieties. As a result, children talk confidently about their emotions, telling staff when they feel happy and fine.

Staff are excellent role models and as a result, children behave exceptionally well. Consistent boundaries are in place to help children know what is expected of them. They readily share and take turns with popular resources, are helped to play harmoniously together and have respect for each other's needs and feelings. Any unwanted behaviour is managed very sensitively taking into account children's age and level of understanding. Children are effectively supported by their key person, as they provide a strong base for them to develop their independence and embrace new experiences with much confidence. This prepares them extremely well for the next stage in their learning and development, such as moving onto school. High priority is given to preparing children for their move to school. Groups of children go across to the school with a member of staff to collect post and do photocopying. Children from the nursery are invited to school events, such as assemblies, drama day and book day. Visits are arranged between the nursery and the reception class, meaning that by the time children start in reception, they feel 'at home'.

Children show high levels of independence for their age because staff provide a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. Toys are stored at low level to enable children to choose what they want to play with, promoting their sense of belonging and confidence. All children are helped to take responsibility for their own personal hygiene, confidently washing their hands before eating and after toileting. Children's individual care routines are met very well. The highest priority is given to supporting children's growing understanding of how to keep themselves safe and healthy. For example, children cutting their own fruit at snack time, are supported to use the knives carefully. Outdoor play is actively encouraged and staff plan for all areas of learning in the garden. Children are able to move freely between indoors and outside and they are able to choose when to play outdoors as part of their independent learning.

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

The provision operates from rooms within the primary school and is managed by governors of the school. As a result of this, links with the school are exceptionally well

established and staff are fully supported by a management team that is committed to providing high quality teaching and learning for all children. Staff are motivated and enthusiastic. They are led by a manager, who is inspirational in her leadership. She demonstrates an extremely strong drive to improve the achievements of all children. A programme of regular supervision and peer observation is in place, including observations undertaken by the Early Years Foundation Stage school governor. This ensures that staff training needs are identified and underperformance is well managed. A programme of peer support is offered to weaker members of staff, as part of the commitment to continuous improvement.

The recruitment and selection of new staff is robust and both the manager and deputy of the nursery provision have attended safer recruitment training. This helps to ensure that those working with children are suitable to do so. A central record is maintained of suitability checks. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse and know what to do if they are concerned that a child is at risk. There is a whistle-blowing policy in place that is known and understood by staff. The room used for the nursery provision is safe and secure, to protect children from intruders. Risk assessments are carried out, recorded and kept in a central file. A daily checklist is also maintained. As a result, children play safely both indoors and outside.

The learning and development requirements are overseen by the manager and staff are encouraged to observe each other's work. The manager monitors written records of children's learning. She ensures that written observations are of a good standard and children are making good progress. Regular meetings are held with the head teacher and early years staff in the school. The nursery is part of the fabric of the school and is fully integrated into school life. The head teacher is involved in the nursery, all of the time and is a visible presence for children and their parents. She monitors the progress that children make and is available to staff for them to discuss any concerns. This ensures that staff are able to quickly identify and manage any special educational needs and/or disabilities and seek further support with the permission of parents. Staff have established good links with other settings that provide care and learning for children and this makes a strong contribution to meeting their needs. Good steps are taken to seek the views of parents through daily discussions, written questionnaires and more formal parents' evenings. Many parents report that they initially choose this nursery as they want their children to go to the primary school. Also, children get to make friends with other children, who will be going into the same reception class. However, once they start the settling-in process, they quickly find that it is of a very good quality and staff genuinely care about their children. Parents state that staff are kind and caring and their children make significant progress in their learning and development.

## 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>	EY285762
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	848714
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	147
<b>Name of provider</b>	Wiklewood Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01953 602333

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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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