

# Wiz-Kidz Nursery

Wiz-Kidz Nursery, 251-259 Freeman Street, Grimsby, North East Lincolnshire, DN32 9DW

<b>Inspection date</b>	08/01/2015
Previous inspection date	07/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 have high expectations of children, including those with special educational needs and/or disabilities. As a result, all children make good progress in their learning.
- Children are happy and settled. This is because staff know children well and follow robust settling in procedures.
- Partnerships with parents are strong. This supports children's learning both in nursery and at home. Consequently, children have a positive attitude to learning.
- Leadership and management is good. Staff have sound knowledge of how to protect children and the correct procedures to follow should they have a child protection concern. Therefore, children are kept safe.

### It is not yet outstanding because

- At times, opportunities for children to engage in open-ended play in the two-year-old room are not maximised. As a result, children are not able to fully develop their imaginative play.
- On occasion, staff do not always explain the cause and effect of children's behaviour as well as they could. As a result, opportunities for children to manage their behaviour are not consistently maximised.

## 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 two-year-old, and the three- and four-year-old rooms, and in the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Samantha Hoyes

## Full report

### Information about the setting

Wiz-Kidz Nursery was registered in 2010 and is on the Early Years Register. It is run under the organisation of the City Church. The nursery operates from a church building in the centre of Grimsby. It uses two rooms and there is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications; two at level 2, nine at level 3 and two at level 5. The nursery opens from Monday to Friday term time only. Care is also available, occasionally, during school holidays. Opening hours are from 8.30am until 4pm. Children attend for a variety of sessions. There are currently 91 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- enhance children's imaginative and creative skills, for example, by providing even more opportunities for children in the two-year-old room to engage in open ended play
- extend the programme of professional development to build on staff's existing good knowledge and understanding of how to manage children's behaviour, in order to maximise opportunities for children to manage and understand their own behaviour.

## Inspection judgements

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

The quality of teaching is consistently good. Staff are passionate and enthusiastic about their roles and have high expectations of each child and what they can achieve. As a result, children make good progress in their learning. Children with special educational needs and/ or disabilities and those who speak English as an additional language make very good progress in their learning. This is because staff understand each child and appropriately tailor teaching styles and activities to meet their needs. For example, during planned activities staff support all children using embedded visual timetables so children know exactly what is happening and when. This develops children's listening and attention skills and ensures they are well prepared for the next stage in their education, such as going to school.

Children make very good progress in their communication and literacy skills. This is because staff make good use of specific teaching strategies, such as letters and sounds.

During one activity, children delight as they practice making letter sounds in their individual mirrors to see the shape of their mouths. This interactive approach ensures that children are developing a positive attitude to their learning. During children's free choice time staff support children's learning across all the areas through purposeful chatter. For example, staff support children to stack up small wooden men, counting as they go, before taking it in turns to knock them over and starting again. However, in the two-year-old room, staff do not always maximise opportunities for children to engage in open-ended play. For example, staff provide plastic fruit and vegetables in the home corner. As a result, children are not able to fully develop their imaginative play. Strong links are in place with other agencies, such as the local children's centre. Children access this on a regular basis growing fruit and vegetables in their garden. These links with the wider community enhance children's understanding of the world.

Staff establish each child's starting points, through strong parent partnerships and accurate assessments. This ensures that staff plan accurately for all children, including those with special educational needs and/or disabilities. Staff are clear on what they are working on with each child. They know children's next steps for learning and reflect on the progress children are making and adapt activities accordingly. Consequently, all children make good progress towards their early learning goals. Staff undertake the progress check completed between the ages of two and three years and share this with parents and relevant professionals to support and enhance young children's learning. This ensures that any gaps in children's learning are closing.

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

Children are happy and settled. This is a result of positive relationships and a well embedded key-person system. Children are greeted warmly as they enter the nursery and freely access a wide range of resources on offer. Staff take time to get to know each individual child through a robust settling in procedure. For example, staff recognise children's favourite songs and use these to support children on their second day at nursery. Children respond quickly and before the end of the song they are exploring their new environment, checking in with their key person when needed. Staff have created a warm and friendly environment, which helps to support children's emotional well-being still further. There are quiet spaces to relax if needed, with a variety of neatly presented books to support emerging literacy skills. The outdoor area provides ample opportunities for children to develop their physical skills. For example, children learn to take it in turns as they climb up and slide down the large slide. Children practise rolling large hoops and they learn to manage risks as they try and balance to throw balls into the hoop.

Children are emotionally well prepared for the next phase in their education, for example, when they move to the next room. This is because staff tailor these moves for each child and work closely with parents. Children's behaviour is good. This is because staff use a variety of strategies to support children's understanding of routines and boundaries. For example, staff use visual signs to ensure that children know exactly what is about to happen. For example, as outside time approaches staff show children a picture of outside time and use clear language. At other points in the routine, staff use a tambourine to let children know it is group time. As a result, children respond well to changes in the routine.

On occasion, however, staff do not always take time to thoroughly explain the cause and effect of children's behaviour as well as they could. For example, outside, staff do not always take the time to explain why children should sit rather than stand on the slide. As a result, opportunities for children to manage and understand their own behaviour are not consistently maximised.

Children are encouraged to develop healthy lifestyles, through well embedded routines. For example, at lunch time children know to wait before going to wash their hands and sitting down to eat their sandwiches. Staff encourage children to develop healthy eating habits, such as eating their sandwich first. They support parents to ensure that food provided is healthy and offer support where needed.

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

The staff team are fully aware of their roles and responsibilities with regard to safeguarding children. They ensure safeguarding training is thorough and up-to-date. Staff have a good knowledge of child protection and know the procedures to follow should they have a concern about a child in their care. Clear recruitment procedures are in place, which includes obtaining Disclosure and Barring Services checks for all staff. As a result, children are safeguarded from harm. Regularly reviewed risk assessments and daily checks identify potential hazards in the pre-school and ensure staff keep children safe. Detailed written policies and procedures ensure practice is in line with current legislation.

The manager fully understands the learning and development requirements of the Early Years Foundation Stage. He monitors the educational provision to ensure that all children make good progress across the seven areas of learning. Children are cared for by a qualified staff team, which results in children benefiting from good standards of care and learning. Effective supervisions, appraisals and staff observations ensure that the team continues to develop and progress. All previous recommendations have been met and self-evaluation is good. This ensures that the nursery continues to improve.

Partnerships with parents and other professionals are good. For example, the nursery works closely with the local authority who have recently supported with additional training to develop staffs knowledge further. Parents comment on the support and care offered by the nursery, noting the progress their children have made since joining.

## 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>	EY405738
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	850689
<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>	56
<b>Number of children on roll</b>	91
<b>Name of provider</b>	City Church (Great Grimsby & North East Lincolnshire)
<b>Date of previous inspection</b>	07/06/2010
<b>Telephone number</b>	01472 232307

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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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