

# Whixall Nursery

Whixall C of E (Controlled) Primary School, Brownsbrook, Whixall, WHITCHURCH, Shropshire, SY13 2SB



<b>Inspection date</b>	2 February 2015
Previous inspection date	24 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide challenging and interesting activities that are well planned and extend children's current interests. As a result, children make good progress in their learning.
- Staff support children's literacy development effectively. Children recognise familiar words in the environment and make marks with water and paint outdoors.
- Children know why it is important to care for living things, as they explore the world around them. Staff provide food for children to give to birds, as they discuss why they need to be fed in winter.
- Key persons work effectively with speech and language therapists, in order to support children with special educational needs and/or disabilities.
- Staff provide opportunities for children to take risks in the outdoor environment. They identify the possible risks of using the balancing beam outside and seek the support of staff to keep safe.
- Children are extremely well prepared for school. They visit the host school on a daily basis for lunch, where they learn about the school day and meet school staff.
- Staff attend regular training to ensure their practice is up to date. They use this knowledge to keep children safe and protect them from possible abuse or neglect.

### It is not yet outstanding because:

- Staff do not always seek detailed information from parents about children's learning at home, when they start at the nursery.
- Staff do not always make their expectations of behaviour to children consistently clear.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents, in order to gain more information about children's achievements at home, so that staff can plan even more effectively from the start
- help children to understand the behavioural expectations of the nursery, by consistently sharing the behaviour rules with them.

### Inspection activities

- The inspector observed activities in the main room and in the outdoor area. The inspector observed the children's lunch in the host school hall.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the owner of the nursery.
- The inspector evaluated an activity with the provider.
- The inspector took account of the views of parents through written evaluations.
- The inspector looked at a sample of children's records, planning documentation and evidence of the suitability of staff. He also looked at a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Scott Oliver Thomas

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide activities that develop children's learning across all seven areas of learning. Children are encouraged to be independent in their learning through the 'plan, do and review' process. Children plan what they will do, through recording their ideas in their planning book. Staff bring children together at the end of the session to review their own achievements. As a result, children are confident and keen learners. Children are excited to explore the changes that take place in the outdoor environment as a result of the weather. They use tools, such as spades, to explore ice and break it up. Staff are nearby to support this exploration and extend children's vocabulary. They introduce new words, such as 'smooth', 'transparent' and 'sharp', to describe the ice. As a result, children are making good progress in their communication and language skills. Parents are kept well informed about their children's progress. However, staff do not always make the most of children's settling-in period to seek detailed information about children's prior learning. This means initial assessments do not fully reflect the progress children have made at home.

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

Children's good behaviour is rewarded well through reward charts. However, staff do not always encourage children's positive behaviour in their teaching. For example, during group times, staff do not consistently tell children what they expect of them. The environment is safe and welcoming. Children have strong relationships with all staff. Staff provide children with praise as they celebrate achievements together by clapping their hands. Children develop a range of physical skills, both indoors and outside. They refine their balancing skills, using stilts and moving across the balancing beam. Children know why exercise and fresh air are important to keeping healthy. They are provided with healthy snacks, such as toast and fruit. Children are sociable and confident to talk to visitors. This is enhanced through their interaction with older children from the host school. Staff provide plentiful opportunities for children to learn about the culture of others and their own culture. They gain awareness of festivals, such as Chinese New Year, and benefit from regular visits from the local vicar.

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

The managers know how to promote children's learning and development and keep children safe. The provider ensures all staff are suitable to work with children. She follows robust recruitment procedures and ensures all staff are vetted. The managers regularly meet with staff to review their practice and identify training, which has improved learning outcomes for children. The provider uses the views of staff and parents to review the quality of the nursery, in order to contribute to the ongoing improvement. The managers have developed effective systems to monitor children's learning, and share this information with parents. They know boys' learning is accelerated outdoors and, therefore, provide lots of opportunities for outdoor play.

## Setting details

<b>Unique reference number</b>	EY360108
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	863624
<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>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Sarah Louise Darlington
<b>Date of previous inspection</b>	24 May 2010
<b>Telephone number</b>	01948 880330

Whixall Nursery was registered in 2007. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens Monday to Friday, 8am to 3.15pm, term time only. The nursery provides an occasional holiday club. The nursery provides funded early education for two-, three- and four-year-old children.

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