

Latchford Wasps

Latchford C E Primary School, Old Road, WARRINGTON, WA4 1AP



Inspection date	13 February 2015
Previous inspection date	3 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in their learning because teaching is good. Staff create an interesting and stimulating play environment, which encourages children to be confident and exploratory learners.
- Staff have a secure knowledge of how children learn. Good partnerships with other professionals help ensure that activities and experiences offered to children challenge them further. Therefore, children, including those who have special educational needs and/or disabilities, make good progress.
- Children are content and settled, and have good relationships with staff. They display high levels of confidence and self-esteem. They are emotionally well prepared for the next stage in their learning.
- Arrangements for safeguarding children are effective, because clear policies, procedures and risk assessments are in place. These are regularly reviewed and understood by all staff.
- Children's behaviour is good, because staff explain the importance of sharing and taking turns. As a result, children demonstrate a secure level of understanding of expected behaviours. They follow simple but effective rules set by the staff, to keep themselves safe.
- The manager and staff demonstrate a dedicated drive to improve the outcomes for children. They use self-evaluation effectively, to identify and develop strategies to aid improvement.

It is not yet outstanding because:

- Communications with parents are not maximised, to ensure a consistent approach and shared knowledge and understanding about children's learning and development.
- Opportunities to extend children's personal, social and emotional development even further, at nappy change times are not maximised.

What the setting needs to do to improve further

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

- extend partnership working with parents, so that there is a shared approach to supporting children's progress and achievements, by regularly exchanging information with them about all children's learning and how they can extend their children's learning at home
- utilise every opportunity during routines to further extend children's personal, social and emotional well-being, for example, by ensuring babies' intimate care needs are attended to by their key person.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the setting's self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Donna Birch

Inspection findings

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

Staff know children's current interests and use these to teach children in a fun way. This helps them make good progress in their learning. For example, children create story characters and use props during role play, to reinforce their developing speech. Children enthusiastically share their ideas and engage in conversations. Staff model the correct pronunciation of words and repeat phrases. Consequently, children are becoming confident communicators. Babies' attempts at communication are also encouraged. When staff say 'bye bye' to them, they wave. Staff work closely with parents and outside agencies, to provide targeted teaching for children with special educational needs and/or disabilities. This means that all children make consistently good progress and are effectively supported to become ready for the next stage in their learning, such as school. However, staff do not make full use of the good relationships with parents, by regularly informing them about children's progress and gaining their feedback. Consequently, parents do not always have up-to-date information about children's development, and how they can support and extend this at home.

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

Children are valued and made to feel welcome. They display high levels of motivation and self-esteem. Key persons involve parents in the settling-in of their child. They collect all relevant information about children's interests and routines. This good practice helps ensure children are emotionally secure when they first attend. Children enjoy a range of fresh home-cooked meals and snacks. They display good independence skills. Older children set the table and serve themselves lunch. Babies access their own cups and feed themselves. Fresh air and exercise are promoted, by daily access to a well-resourced outdoor area. Children use resources that can be used imaginatively, such as crates, planks and tyres. This extends their physical, creative and critical thinking skills. Hygiene is good throughout the nursery; children understand why they are washing their hands before mealtimes and after toileting. However, nappy change routines are not carried out by each child's key person. This means that there are missed opportunities for younger children to have one-to-one time with their key person, to extend close bonds and ensure their intimate care and well-being is sensitively addressed.

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

Systems to monitor observations and assessments of children's learning are well established. Staff benefit from regular supervisions, which are used effectively to identify their professional development needs. These are addressed swiftly by the manager. Staff have undertaken numerous training courses, which complement their already good knowledge. Recent language development training is helping staff to support children with communication and language delay. As a result, all children make consistently good progress. Self-evaluation includes seeking the views of parents, staff and children. There is an effective improvement plan in place. The recruitment and vetting of staff is robust.

Setting details

Unique reference number	EY377595
Local authority	Warrington
Inspection number	858434
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	36
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	3 February 2009
Telephone number	01925 818689

Latchford Wasps day nursery, was registered in 2008, and employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The manager has an early years qualification at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two year olds and works in partnership with the nearby school and pre-school, to provide wrap around care for children aged 2 years to 11 years.

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