

Wheatfields Nursery

c/o Wheatfield Primary School, Wheatfields, St. Ives, Cambridgeshire, PE27 3WF



Inspection date

3 March 2015

Previous inspection date

21 November 2011

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 are actively engaged in the stimulating and interesting activities which cover the seven areas of learning. They make good progress in their learning and development and are working comfortably within the typical range of development expected, given their starting points and capabilities.
- Assessment of children's progress is accurate and next steps in learning are shared regularly with parents. Children benefit from this collaborative approach, which contributes to the good progress they make.
- Children enjoy warm, caring and respectful relationships with staff, who are good role models. Consequently, children are confident and demonstrate that they feel safe and secure.
- Staff fully understand their role in protecting children from harm. Safeguarding arrangements are strong, and consequently, children are cared for in a safe environment.
- The manager and staff are a long-established team who work well together. The manager has a good understanding of all aspects of the Early Years Foundation Stage. She and her staff are highly reflective of their practice and they are committed to improve, to ensure all children achieve their best potential.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to extend children's learning and development to the highest level.
- Staff do not consistently support children's growing independence. At times, staff do simple tasks for them which they could easily do themselves.

What the setting needs to do to improve further

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

- enhance the good teaching further by making the most of everyday opportunities to extend children's language and creative thinking to the highest level
- enhance children's growing independence by supporting them to manage their own personal needs, such as putting on their coats themselves.

Inspection activities

- The inspector observed activities in both the indoor and outdoor environments and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and the children at appropriate times during the inspection.
- The inspector looked at a range of documentation, including some policies, evidence of suitability of staff and training, and children's learning records.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at the setting's evidence for self-evaluation.

Inspector

Gail Warnes

Inspection findings

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

Staff understand well how children learn and develop. They are enthusiastic and children enjoy participating in activities with them. Children enjoy playing hide and seek in the outdoor environment. Staff join in and support the 'seeker' to count to 10 and beyond, supporting the development of their mathematical skills, while children giggle and hide. Each child takes a turn to count and staff support children's understanding and language development as they describe the different hiding places children choose. Children freely access activities, following their interests to explore and play. Children enjoy sticking activities and recognise different shapes, such as a circle, a square and a star. Staff support literacy development as they encourage children to recognise the letter sounds in their names. Consequently, children acquire good skills to support their future education at school. However, sometimes opportunities to extend children's learning to the highest levels are missed. For example, during free play when children choose from an excellent range of resources, staff do not always extend language and creative thinking.

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

Children enjoy warm and friendly relationships with staff, who are good role models. Effective and flexible settling-in procedures support children's individual needs. Staff establish good relationships with children and their parents. They gather information about what children can do on admission, which enables them to plan effectively to support their start at the setting and to identify their next steps in learning. Children learn how to keep themselves safe as they use the few steps to access the outdoor environment. They learn to manage their own risk as they climb the slide and use wheeled toys to ride on. Children enjoy healthy snacks, such as pepper and cheese wraps, and staff encourage them to be active outside in the fresh air. However, staff are sometimes overly helpful when children are putting on their coats to go outside. This hinders children's development of independence in their personal care.

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

Recruitment procedures are good and ensure that only suitable adults work with the children. The manager has good procedures for staff supervision and she monitors teaching practice and children's progress effectively. Clear accurate assessments of children's progress, including the required progress check for children aged between two and three years, are shared regularly with parents, together with ideas of how they can support children's learning at home. A clear programme of professional development is established, and staff share highlights from training courses they have attended with all other staff. For example, staff undertaking training in the 'Every Child a Talker' initiative have provided good support for staff to develop communication and language development. This is of particular benefit to children for whom English is an additional language, as staff implement a good range of strategies to support them. Staff have established strong links with the primary school, which supports children's move to school.

Setting details

Unique reference number	221831
Local authority	Cambridgeshire
Inspection number	865984
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	67
Name of provider	Wheatfields Nursery For Preschool Education Committee
Date of previous inspection	21 November 2011
Telephone number	01480 494960

Wheatfields Nursery was registered in 1982. It is committee run and operates from a mobile building in the grounds of Wheatfield Primary School in St Ives, Cambridgeshire, every weekday from 8.25am to 3.25pm, during term time only. It offers free early education for eligible two-, three- and four-year-old children. The committee employs six members of staff. Of these, five hold early years qualifications at level 3 and one holds level 2.

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