

# Wygate Foundation Nursery School



Spalding Primary School, Woolram Wygate, Spalding, Lincolnshire, PE11 1PB

<b>Inspection date</b>	22 April 2015
Previous inspection date	24 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching and concern for children's well-being are outstanding. Staff demonstrate an exceptional understanding of how children develop and learn. They show clear passion and dedication for their work. This ensures that each individual child is extremely well prepared for their next stage of learning, such as starting school.
- Children are enthusiastic and active learners. They delight in the wealth of exciting learning opportunities at the setting and begin to develop a curiosity that will support their future learning very well.
- Children make excellent progress in their development because assessment of children's learning is extremely precise and accurate. This includes rigorous monitoring of different groups of children across the setting, to ensure that all make rapid progress from their individual starting points.
- Staff care extremely well for children with special educational needs and/or disabilities and those who speak English as an additional language. This ensures that their learning needs are very quickly identified. Precise, targeted plans, expertly delivered by staff, enable children to rapidly gain skills in understanding and speaking English.
- Excellent relationships with parents support a shared approach to children's learning and ensure they receive consistent support that enhances their development. Parents share regular 'wow' moments from home, which staff incorporate very well into daily plans and children's assessments. Learning targets are consistently shared so that parents can extend and support children's progress.
- Leadership and management are inspirational. The drive for improvement is uncompromising. The setting is consistently monitored and evaluated to ensure children benefit from a highly stimulating and continually evolving provision.

## What the setting needs to do to improve further

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

- extend the already excellent activities within the outdoor areas to provide further opportunities for children to explore a more natural environment.

### Inspection activities

- The inspector observed children's activities in the nursery room, playgroup and outdoor learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- 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 provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Carly Mooney

## Inspection findings

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

Staff provide fantastic opportunities for children to explore their environment, think critically and make their own decisions in their play. Staff communicate superbly with children. They ask questions in a variety of ways to support thinking skills. They introduce more interesting words into their vocabulary, such as 'mottled' to describe the sea. This ensures that children are highly engaged in their learning, and their development of language is given high priority. Children show awe and excitement in their play. They carefully hook objects from the mouth of a toy fish during a game and wait in anticipation to see if the fish will squirt them with water. This makes them giggle and squirm. Mathematics is naturally explored through routine activities throughout the day. Children count, sort and match in a number of ways. They hear and use positional language, such as 'in front' and 'behind'. Younger children are encouraged to group wellington boots into pairs, and they know that four pairs means there are four spaces to play in the sand.

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

Children's emotional development is continually promoted as they develop secure, trusting relationships with staff. Staff develop a deep appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a high standard. There is a highly effective and gradual transition between the playgroup and nursery rooms, involving parents at every step. Children flourish as they become independent and learn useful social skills, such as kindness, consideration and how to negotiate and take turns. The use of the school playground and equipment ensures children have excellent opportunities for physical play. A trim trail provides great challenge for older children to balance and climb. Younger children have ample space to run and learn how to throw and catch balls. Through discussion and planned activities, children develop a superb knowledge and understanding of healthy eating practices.

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

This inspirational setting is extremely well led and managed by a qualified teacher. She has an exceptional understanding of her role and responsibilities across all requirements of the Early Years Foundation Stage. There is a rigorous system for monitoring staff's performance and the success of the educational programmes from children's starting points. Self-evaluation is embedded in practice and action plans targeted firmly on continued improvements, such as the development of a natural garden area. Staff strive to improve their knowledge and skills through training, including promoting diversity and speech and language. This knowledge has been incorporated into staff's practice and is having a very positive effect on children's experiences. Safeguarding is given the highest priority. Stringent recruitment and induction procedures ensure that only those suitable to work with children do so. Parents are overwhelmingly positive about the care and learning provided for their children. Excellent partnerships with other providers and the school are well established to provide a coordinated approach to children's learning.

## Setting details

<b>Unique reference number</b>	EY240956
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	870095
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	42
<b>Number of children on roll</b>	226
<b>Name of provider</b>	Wygate Foundation Nursery School Committee
<b>Date of previous inspection</b>	24 November 2009
<b>Telephone number</b>	07886 895573

Wygate Foundation Nursery School was registered in 2002. The setting employs 12 members of childcare staff, all of whom hold appropriate early years qualifications from levels 2 to 6. The manager has Qualified Teacher Status. The setting opens from Monday to Friday during term time only for the nursery and playgroup. Out of school care operates all year round. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

