

# Wishing Well Nursery - Claines



Claines Institute, School Bank, Claines, Worcester, Worcestershire, WR3 7RW

**Inspection date** 16 July 2015  
Previous inspection date 18 October 2011

<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 organise the rooms and the outdoor area well to provide a warm and safe place for children to play and explore. Children also regularly visit places of interest within their community.
- Staff value all children as unique individuals. As a result, all children are fully included and learn to understand and respect the needs of others.
- The quality of teaching is good. Well-qualified staff provide enjoyable learning activities based on children's interests and capabilities. As a result, children actively engage in purposeful and worthwhile experiences.
- Safeguarding practice is strong and all staff have attended safeguarding training. Robust policies and procedures are in place to ensure everyone is aware of their responsibilities to protect children from harm.
- Children's good health is promoted well. Children enjoy healthy meals and snacks. The outdoor area provides good opportunities for children to continue their learning outside in the fresh air.
- Parents are kept well informed about their children's development through daily discussions with staff, their child's daily diary and termly progress reports.

### It is not yet outstanding because:

- Staff do not ask for a wide enough range of information from parents about children's existing skills and knowledge on entry.
- Staff do not always make sure younger children are given privacy when potty training.

## What the setting needs to do to improve further

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

- establish even firmer starting points for children's learning by seeking precise, detailed information from parents about their child's prior learning and development when they first begin to attend
- consider the levels of privacy afforded to young children further, by always providing them with a suitable area in which to manage their personal needs.

### Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and viewed the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

### Inspector

Tina Smith

## Inspection findings

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

Well-qualified staff use their good understanding of how children learn to plan a wide range of interesting activities which children enjoy. Children learn about foods from around the world as staff support them to cook and taste a wide variety of produce. Children are confident speakers and readily talk about their interests. For example, they discuss recent places they have visited. Staff know their key children very well. They gather information from parents on induction about children's care needs and interests. However, they do not seek enough information about what children can already do to effectively monitor how they progress. Staff value all children as unique individuals and targeted support plans are in place to support each child. Staff work closely with parents and other agencies to ensure all children make good progress. Early literacy skills are promoted as children of all ages make marks and join in with stories, songs and rhymes. Children are focused and engaged because staff allow them time to play and experiment. For example, young children excitedly splash water repeatedly and older children make spaceships to their own design and satisfaction. Overall, staff provide children with a range of experiences that help them to gain the skills needed for the next stage in their learning.

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

Children are happy and settle well into the nursery. Staff are caring and kind, and good relationships are evident between staff and children. Children's behaviour is good. They learn to take turns and help to tidy up at the end of the session. Older children show care and consideration towards the younger children and often include them in their play. Staff are effective role models. They work alongside children and build their confidence, using praise and encouragement. Children have ample opportunities to play outdoors and this contributes to their physical development and well-being. They develop confidence while climbing and play chasing games with their friends. Young children develop their self-care skills and show an interest in using a potty. However, staff do not always consider ways to ensure children's privacy is maintained at this time.

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

The management team are strong and have a good understanding of the learning and development requirements and how to keep children safe. Staff's professional development is supported well. They have opportunities to complete training to further enhance their already good knowledge. This has a positive impact on children's learning and well-being. The management team successfully monitor and review the quality of teaching and children's progress. Partnerships with other professionals and providers are effective. They share relevant information about children's abilities and interests. This helps to promote consistency and to ensure complementary experiences are provided across settings. Systems for evaluating what is working and what needs to improve are good and contribute to the maintenance of high standards of care and learning.

## Setting details

<b>Unique reference number</b>	205408
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	865336
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Wishing Well Nurseries Limited
<b>Date of previous inspection</b>	18 October 2011
<b>Telephone number</b>	01905 759031

Wishing Well Nursery - Claines was registered in 1996. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and 5. The nursery opens from Monday to Friday during term time only. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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