

# Wishing Well Daycare Ltd

25a Endyke Lane, Cottingham, North Humberside, HU16 4QD



## Inspection date

28 July 2015

Previous inspection date

13 June 2012

<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

- The quality of teaching is consistently good. Staff use their observations of children's play and learning to fully understand individual learning needs and interests. As a result, all children make good progress and are very well prepared for the next stage in their learning, including the move on to school.
- Safeguarding is robust. Staff are led, managed and trained well so that they can identify potential harm to children. They confidently talk about the action they would take to ensure children's welfare is promoted.
- Staff work together very well as a team. They are committed to developing their practice to support children's learning and development.
- The leadership team evaluate practice using a range of sources, such as gaining parent views and reflecting on the environment that they provide. The manager carefully monitors children's progress and identifies areas of the curriculum where improvements can be made to ensure the best outcomes for children.
- Children are safe, secure and happy in the setting. They settle in quickly as they arrive because staff reassure them and their parents as they separate from each other. This means that parents leave feeling confident that their children's well-being is fully met by the high level of care that staff provide.
- The manager has a good knowledge and understanding of the Early Years Foundation Stage. She ensures that staff are kept up to date with early years practice through local authority training and regular meetings in the setting. As a result, staff are well qualified and fully supported in their roles.

### It is not yet outstanding because:

- Staff development does not provide enough opportunities for stronger staff to support others to raise the overall quality of teaching to outstanding.

## What the setting needs to do to improve further

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

- raise the overall quality of teaching to outstanding, by providing staff with more opportunities to support each other to improve, so that children make rapid progress in their learning and development.

### Inspection activities

- The inspector looked round the premises and observed children engaged in a range of activities indoors and outdoors.
- The inspector spoke with the children, staff and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the nominated person and manager of the setting.
- The inspector took account of the views of parents and carers spoken to on the day and through written feedback.
- The inspector looked at a range of documentation including the setting's self-evaluation form and evidence of suitability and qualifications of staff working with the children.

### Inspector

Jill Roberts

## Inspection findings

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

Home learning is supported very well. Parents have access to a wide range of resources, which they take home and use with their children. For example, nursery rhyme sacks support children's language development and parents comment that they enjoyed learning the new rhymes with their children. Resource bags also provide parents with ideas and valuable support for children's understanding of self-care. Children become aware of what a potty or toilet is used for as they play with the dolls and read stories. Children are also developing an excellent understanding of the wider world. Children are prepared well for an imminent hospital stay as they have the chance to meet and talk with a nurse who visits the setting. Staff working with the youngest children, demonstrate consistently good and some outstanding teaching. They use routine times as valuable teaching opportunities to develop children's language, counting, personal and social skills.

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

The nursery environment engages and motivates children. For example, younger children communicate their preference to play outside as they tap on the window to the outdoor area. Outside, children enjoy blowing, catching and popping bubbles. This supports their physical development as they show control in holding the wand and chase the bubbles around. Older children develop their interests outdoors as they build a bear cave, which leads on from a high-quality story session. Photographs of children engaged in play and learning throughout the day form a visual timetable, which supports children's understanding of time and the routine of the day. This also helps to create children's sense of belonging and supports them to connect ideas, anticipating what is coming next. Staff effectively support children's growing understanding of how to keep themselves safe. Older children can confidently talk about dialling 999 in the case of an emergency.

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

Staff are motivated in their roles. They are very positive and keen to improve their practice. Self-evaluation is strong and identifies the setting's strengths. The manager uses this to plan training needs focused on areas that the setting has identified for improvement. For example, the monitoring of children's progress identified that children had made less progress in certain specific areas of learning. This led to staff developing the outdoor environment. They created more opportunities for children to develop their understanding of the world and mathematical skills in fun and exciting ways, using rich and varied resources. Staff have regular supervision meetings, which provide them with opportunities to reflect on their practice and talk about their professional development. Staff observe each other. However, there are not enough opportunities for stronger staff to support others to raise the overall quality of teaching. This means that teaching is not consistently of the highest standard across the nursery, to ensure that all children make rapid progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY218212
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	869758
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Wishing Well Day Care
<b>Date of previous inspection</b>	13 June 2012
<b>Telephone number</b>	01482 849911

Wishing Well Daycare Ltd is privately owned and was registered in 2002. The nursery employs 17 members of childcare staff. All hold appropriate early years qualifications from level 2 to level 7. The nursery opens from Monday to Friday all year round except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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