

Watcombe Children's Centre Nursery

Watcombe Primary School, Moor Lane, TORQUAY, TQ2 8NU



Inspection date	16 September 2015
Previous inspection date	11 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager work well together and have a good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage.
- Staff routinely inform parents of their children's achievements and next steps, to support them to extend children's learning at home. As a result, parents contribute towards children's development records, which ensures continuity in children's learning.
- A successful key-person system means that relationships between staff and children are warm and attentive. Consequently, children are extremely well settled and develop a high level of confidence.
- Children behave exceptionally well. They immediately follow staff's instructions and eagerly offer to help with small tasks such as preparing fruit for snacks. They manage minor conflicts with friends independently. For example, children know to use the sand-timer during their play to ensure they take turns fairly.
- All children make good progress in their learning, in relation to their individual starting points. Most children are meeting the level of development that is typical for their age.

It is not yet outstanding because:

- On occasion, staff do not adapt activities to extend learning opportunities for children in the toddler room. Additionally, they do not always make the best use of questioning to elicit children's ideas. Consequently, staff do not consistently challenge these children.
- At mealtimes and when dressing babies and young children ready to play outside, staff do not deploy themselves as effectively as they might. As a result, children wait for staff to complete tasks, and staff miss some opportunities to extend children's learning.

What the setting needs to do to improve further

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

- respond more proactively to what children achieve and say during planned activities, and ensure consistency in the use of open questions, to challenge and consequently extend the learning of children in the toddler room.
- review routines for babies and younger children so that they do not spend too long waiting for staff to organise and complete tasks, and to increase time for learning opportunities.

Inspection activities

- The inspector observed children's self-chosen and adult-led activities, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector spoke with children, parents and staff at appropriate times during the inspection.
- The inspector held a meeting with the provider and manager.
- The inspector sampled documentation including staff suitability checks, children's learning and development records, and policies and procedures.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Since the last inspection, they have increased the security of the premises to ensure that staff can closely monitor the whereabouts of children and visitors. The manager is highly reflective, and encourages staff and parents to share their ideas to contribute towards self-evaluation. Effective supervision meetings enable the manager to monitor the quality of teaching and provide support when required. As a result, she has arranged for staff to attend relevant training and provides ongoing advice. Staff make good use of training to develop their skills. For instance, a member of staff explained her increased confidence to use positive behaviour management methods.

Quality of teaching, learning and assessment is good

Children are interested and curious about the world around them because staff are enthusiastic and provide a broad range of resources that encourage them to investigate. Consequently, children develop a positive attitude towards learning, which prepares them well for the move to school. Babies have plenty of sensory opportunities, such as exploring the texture of paint. Children from the toddler room engage in physical play in the garden. For example, they pump water, dig in the sand pits and climb large play equipment. Staff plan small group activities that link to children's next steps in learning, to ensure that opportunities provide a good level of challenge. However, staff do not always extend these for the eldest children. Regular and precise assessment arrangements enable staff to identify the progress that children make, which means that adults know their key children well.

Personal development, behaviour and welfare are outstanding

Staff work very closely with parents to identify and implement consistent care routines from the start. The settling-in process is flexible and varies to meet the needs of individual children. As a result, children form very strong attachments with their key person and settle in quickly. Children demonstrate feelings of comfort and security as they explore the nursery and make independent choices in their play. Staff consistently encourage children to show respect through using good manners and to learn social skills as they begin to form friendships. Consequently, children manage minor conflicts with their friends on their own. Staff support children's understanding of healthy diets at snack times, as they discuss the benefits of drinking water and eating fresh fruit.

Outcomes for children are good

Staff identify children's individual starting points, and make good use of the effective key-person system and planning. This means that children make good progress in their development across all areas of learning. Successful support for children who require a more targeted approach helps them to make particularly good progress. Children start school with the necessary skills to form a strong basis for their future education.

Setting details

Unique reference number	EY341775
Local authority	Torbay
Inspection number	827484
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	71
Name of provider	WPS Childrens Centre CIC
Date of previous inspection	11 May 2009
Telephone number	01803 316 959

Watcombe Children's Centre Nursery registered in 2006 and occupies a purpose-built children's centre located in the grounds of Watcombe Primary School in Torquay. The nursery receives early years education funding for children aged two, three and four years old. It opens from 7.30am to 6pm on weekdays for 51 weeks of the year. There are 22 staff employed by the nursery, of which 20 hold relevant qualifications to at least level 3. Four of these hold degree-level qualifications, one has Early Years Professional status and one has Early Years Teacher status. There are links between the nursery and the foundation stage unit at the school, on whose site they are situated.

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