

Watcombe Children's Centre Nursery

Watcombe Primary School, Moor Lane, TORQUAY TQ2 8NU



Inspection date	29 August 2019
Previous inspection date	16 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children's behaviour is exemplary and they are kind and caring towards others. For example, children spontaneously put their arms around peers to comfort them. They work together effectively, for instance holding a log for their friends to stop it moving while other children balance along it.
- Staff encourage children to be highly independent and to learn about risks. For instance, older children use bow and hacksaws to cut small pieces of wood to create a 'bug house'. They use knives to prepare their fruit at snack time and learn how to keep safe around the fire pit.
- Children feel emotionally prepared for their start at the nursery. Staff carry out comprehensive home visits and ensure the preparation of activities meets children's interests when they start their settle sessions. Staff hold detailed discussions with parents about children's care routines and abilities and ensure all children, including those on settle visits, feel completely secure.
- The manager has a good understanding of the learning and development requirements and monitors children's progress well. Effective partnerships with other professionals ensure gaps in children's learning close rapidly and children meet their outcomes.
- The staff supervision and appraisal system does not fully focus on the quality of teaching and the impact this has on children's development.
- Opportunities to enhance children's awareness of numbers and shapes do not always happen consistently, particularly for babies and toddlers, to enhance their mathematical skills even further.

What the setting needs to do to improve further

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

- continue to build on the appraisal process to further enhance staff teaching skills and the impact teaching has on children's learning and development
- make the most of all opportunities to help younger children count and develop an early awareness of shapes, to extend their mathematical skills even more.

Inspection activities

- Older children and parents gave their opinions on how they view the nursery provision.
- A range of documentation was looked at, such as staff suitability, appraisal systems, safeguarding policies and children's developmental records.
- The inspector observed a range of activities in the indoor and outdoor environment.
- A joint observation was held with the manager to assess the quality of staff teaching.
- Discussions were held with the manager and nominated person about leadership and management matters.

Inspector

Joanne Steward

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a thorough understanding of child protection procedures and are alert to when children may be at risk of harm. Recruitment procedures are strong. New staff go through an extensive system to ensure they have the relevant skills and experience. Their suitability to work with children is monitored frequently and effectively to help protect children's welfare. Staff attend frequent training and use their new knowledge to help children and their families. For instance, staff provide information on bowel and bladder conditions to support children's personal needs effectively. The manager reflects well on areas to develop within the nursery. She has already introduced a 'messy room' for children to extend their creative skills and she plans to develop the forest school for those children who attend during holiday periods.

Quality of teaching, learning and assessment is good

Staff plan interesting activities that help keep children motivated and engaged. Babies create marks in flour, supporting their early writing effectively. Toddlers explore wet and dry textures and learn new vocabulary, such as 'squishy', 'squeeze' and 'squash', developing good language skills. Older children make animals with clay and use their strong imagination to design homes for them using natural woodland materials. Staff have developed effective partnerships with parents. They receive regular updates regarding their children's progress and are encouraged to contribute to the assessment system. Parents can take home 'activity packs' and information guides on various topics, such as tooth brushing, sleep routines and healthy eating, to support children's development.

Personal development, behaviour and welfare are outstanding

Staff extensively teach children how to keep safe when using the internet. For example, children watched a video and talked about making safe choices when playing games on the internet. They talked about the different symbols they might see and what they mean, sorting them into 'yes' and 'no' symbols. This helps to protect children's welfare exceptionally well. Staff provide children with excellent support when talking about and managing their feelings. Children communicate with realistic dolls to express their emotions. In addition, they talk about how to fill their 'imaginary bucket' with happy thoughts about themselves. This helps children to develop strong confidence and positive mental well-being.

Outcomes for children are good

All children, particularly those with special educational needs/disabilities and those from disadvantaged backgrounds, make good progress from their starting points. Babies learn how to use simple sign language to communicate their needs well. Toddlers learn simple words and develop good concentration skills. Older children listen to others during conversations. All children make strong progress in their communication and language development, for their future move to school.

Setting details

Unique reference number	EY341775
Local authority	Torbay
Inspection number	10072145
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 6
Total number of places	45
Number of children on roll	79
Name of registered person	WPS Childrens Centre CIC
Registered person unique reference number	RP526539
Date of previous inspection	16 September 2015
Telephone number	01803 316 959

Watcombe Children's Centre Nursery registered in 2006 and is located on the grounds of Watcombe Primary School, in Torquay, Devon. The nursery receives free early years education funding for children aged two, three and four years. It opens Monday to Friday from 7.30am to 6pm for 51 weeks of the year. There are 22 staff employed by the nursery. Of these, three hold degree-level qualifications, 15 hold a qualification at level 3 and two hold level 2.

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