

Inspection of Wishing Well @ Blue Roof

Perdiswell Young Peoples Leisure Club, Droitwich Road, WORCESTER WR3 7SN

Inspection date: 21 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The environment is secure. Managers and staff check the areas in use daily and all resources, toys and equipment are routinely risk assessed. This helps to keep children safe. The settling-in process allows staff time to get to know children in depth when they start. Children are eager to attend from the outset. They quickly become content within the environment. Staff remind children of the golden rules daily. They learn to follow these and behave well. Overall, teaching is good, and staff have suitable expectations of children. The curriculum offered is relatively broad. For example, staff provide resources linked to topics such as Chinese New Year. Children enjoy sensory exploration with red spaghetti, chopsticks and takeaway containers, and they also like role-play in the pretend Chinese restaurant. Staff focus well on promoting communication, language and literacy. They encourage children to sit, listen and pay attention during welcome group time. Children delight in drawing and colouring with pencil crayons inside and chalks outside. Staff also help them to develop a love of reading. They share stories daily and send home books for them to read with their parents. Managers monitor children's progress and take swift action to tackle any attainment gaps. All children make good progress from their starting points and continually acquire the skills they need for their future learning.

What does the early years setting do well and what does it need to do better?

- The management team are strong and fully committed to their roles. The majority of staff are well qualified. Managers support them and supervise them closely. They ensure staff benefit from opportunities to upskill in different areas. Managers recognise there is room to further refine staff's teaching skills and better enable them share what they know with one another. They are in the process of extending staff's professional development.
- Staff observe children, assess their development and identify the key next steps in their learning. They plan weekly activities based on topics such as books, cultural events, colours and shapes and also children's individual next steps. However, there is scope to focus teaching more precisely within whole-group adult-led activities. During these sessions, staff do not adapt teaching as well as possible to tailor the challenges provided according to children's broad ages and stages.
- Staff sensitively meet children's differing care needs. They encourage children to learn to use the toilet and put their coats on without support. Staff include children in planning the snack and tea menu. Children like food tasting and trying a variety of nutritional choices. Staff also promote exercise. They help children to confidently use the large-scale climbing equipment outside. Children also enjoy planned physical sessions in the hall, including yoga and movement games.

- Children are keen to play and explore. For example, they like scooping, digging and filling containers in the sand. They can persist with activities, such as putting puzzles together. They also learn to think critically. For example, they talk about what they are doing and how things work, when making models with construction bricks and magnets. However, there is room to review the organisation of the daily routine, particularly for the youngest children. Occasionally, the continual start and stop ethos throughout the sessions disrupts their self-chosen learning.
- The setting is highly inclusive. The special educational needs coordinator is highly trained and experienced in the field. She ensures key persons provide children with special educational needs and/or disabilities with targeted and individualised support. Therefore, the provision for this group of children is very good.
- Partnerships with parents, professionals and other providers are sound. Staff share two-way information with all those involved in children's lives using a variety of strategies. Parents express that they are very happy with the service provided. This helps to promote strong continuity in children's care and education.
- Staff value children and they listen to them. They provide them with opportunities to learn about their similarities and differences. For example, children can bring things in from home and use them during 'Marvellous Me Time' to talk about their home life, and what they like and are interested in. Staff also help children learn about people, places and the environment. For example, they plan trips within the local area, such as to the supermarket, and they regularly access forest school at another setting.
- Managers consider the views of staff, parents and children to help them reflect on what is working well and what could be developed. They continually adapt practice, make changes and review the impact of this. They have ambition to provide all children with the best possible start in life.

Safeguarding

The arrangements for safeguarding are effective.

The provision is well organised. Managers utilise a thorough recruitment process. All staff are suitably vetted for their roles. Managers have a clear understanding of their key responsibilities, including safeguarding. They have received safeguarding training and ensure all staff are up to date on any legislation changes. Managers and staff have a sound understanding of child protection issues. They know how to identify and handle different types of concerns, including potential abuse, neglect and radicalisation. Managers and staff also fully understand what action they must take in the event of any concerns being raised against those working with the children. This helps to protect children from harm.

What does the setting need to do to improve?

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

- review the organisation of the daily routine, particularly for the youngest children, to better promote children's interests and reduce disruptions to their self-chosen learning
- focus teaching more precisely during whole group activities to provide all children with even more targeted challenges according to their age and stage and abilities
- extend staff's professional development and consider further ways that enable them to share their teaching expertise to help increase the potential to disseminate excellent quality throughout the setting.

Setting details

Unique reference number	EY258242
Local authority	Worcestershire
Inspection number	10073194
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	2 to 11
Total number of places	30
Number of children on roll	98
Name of registered person	Wishing Well Nurseries Limited
Registered person unique reference number	RP901311
Telephone number	01905 451 372 or 745 168
Date of previous inspection	4 July 2016

Information about this early years setting

Wishing Well @ Blue Roof registered in May 2003. The setting employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The setting operates term-time only. Sessions are available Monday to Friday from 7.45am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector toured the premises with the manager and discussed the environment, resources and safety.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation of a planned group activity with the manager of the setting.
- The inspector spoke to staff and held a meeting with the setting management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of all those working in the setting.
- The inspector spoke to children and parents during the inspection and took account of their views.

We carried out this inspection 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.

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