

Inspection of Wygate Foundation Nursery

c/o Spalding Primary School, Woolram Wygate, Spalding, Lincolnshire PE11 1PB

Inspection date: 12 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe and secure. They confidently leave parents at the gate to the nursery when they arrive. Children know the routine, for example to hang their bag on a peg and to wash their hands. Children demonstrate positive relationships with staff. They are keen to talk to them, for example, about 'tricks' they have learned on recent holidays they have been on. Children are extremely confident and keen to share their thoughts. They tell visitors that their favourite thing to do at nursery is to play with bricks and to make a 'castle with a princess'. Children behave well and play cooperatively with their friends. When two children want to play with the same toy, staff give them a sand timer to use. This helps children to understand the concept of time and when it is their turn.

Staff have high expectations of children's abilities. An example of this is when children show an interest in spiders. Staff provide them with pictures of a spider and help them to look around the outdoor area for a real one. Children explore and show curiosity when they look in and behind objects in the garden. When they find a spider, children tell staff that it has eight legs.

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

- The manager and staff support children to be emotionally ready for their move on to school. They invite teachers to meet children in the nursery. Children have opportunities to interact and get to know their new teacher.
- Staff use the curriculum to encourage children to develop their mathematical skills. An example of this is during welcome time and when children get ready to go outside. Children join staff to count the number of children present in the group. This encourages them to recite numbers beyond 10.
- Staff promote positive behaviour. They remind children to 'use their words' and to 'use kind hands' when they want something. Staff give children a 'high five' and stickers to praise their achievements. Children wear their stickers with pride and tell visitors they got it because they ate all their lunch. This helps to raise their self-esteem.
- The manager works closely with parents to provide targeted support to meet the needs of children with special educational needs and/or disabilities. Information about children's individual needs is shared with schools they will move on to, to promote consistency.
- Staff provide children with opportunities to be physically active. They give children resources and equipment to use that help to develop their balance and coordination. Children throw and catch balls. They balance on larger apparatus and only ask for staff's support occasionally, for example when they want to jump off objects. As a result, children take and manage risks.

- Staff remind children to put on their coats before they play outdoors, to promote their independence. However, staff carry out some tasks during the day that the children could do on their own.
- Staff support children who speak English as an additional language well. They broaden the experiences children receive at home. For example, they ask children a good range of questions in English and give them time to think and reply. Staff encourage children to learn sign language to support their understanding of spoken words. As a result, children begin to speak English clearly, often in long sentences. They occasionally use sign language to communicate with staff, for example when they want to play outdoors.
- Occasionally, staff do not plan and manage group activities well enough. Less confident children are not always fully supported to join in and answer questions. This results in some children not being able to contribute.
- Staff help children to understand and follow the routine of the day. For example, staff shake a tambourine to indicate to all children that they need to listen. Children stop what they are doing and focus their attention on staff as they explain that it is 'tidy up time'. Children pay attention and follow instructions, contributing to the key skills they will need in preparation for their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection issues. This includes the signs and symptoms of abuse and children being drawn into radical views and beliefs. Staff are aware of the procedures to follow if they have any concerns regarding a child or a member of staff. The manager knows to work with other agencies to promote children's safety and welfare. The premises are very secure. For example, the manager and staff ensure that gates between areas and the main exit and entry gate are always locked. The manager ensures that all adults working with children have the necessary checks in place. This means that only suitable people work alongside the children, promoting their safety.

What does the setting need to do to improve?

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

- help staff to provide children with consistent support to be independent
- strengthen staff's planning of group activities to meet the needs of all children who take part, especially those who are less confident.

Setting details

Unique reference number	EY561288
Local authority	Lincolnshire
Inspection number	10190617
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 at time of inspection	2 to 11
Total number of places	50
Number of children on roll	129
Name of registered person	Wygate Foundation Nursery School CIO
Registered person unique reference number	RP561287
Telephone number	07590034490
Date of previous inspection	Not applicable

Information about this early years setting

Wygate Foundation Nursery re-registered in 2018 and is situated in the grounds of Spalding Primary School in Woolram Wygate, Spalding. The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, 11 hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round. During term time, sessions are from 9am to 3pm for children under the age of 3 years. For children over the age of three years and before- and after-school care, sessions are from 7.30am to 5.45pm. The nursery offers a holiday club for children over the age of 3 years. Sessions are from 8.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager, the playgroup leader/interim deputy and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several 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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