

Inspection of Wishing Well Nursery Perdiswell

School Bungalow, Bilford Road, Worcester, Worcestershire WR3 8QA

Inspection date: 11 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and are warmly greeted by their key persons. This helps children to feel safe and secure. They confidently explore a variety of engaging activities. Children share resources, take turns and care for each other. The 'Golden Rules' of the setting remind children of staff's expectations and help to promote good behaviour. Staff praise children for their efforts as well as their achievements, and children do the same for their friends. For example, when children repeat a verse of a nursery rhyme independently, staff and children clap with delight.

Children make good progress, as staff understand their starting points in learning. 'All about me books' completed by parents when children join the setting help staff to plan a curriculum that builds on children's interests and what they already know and can do. Children enjoy songs and rhymes throughout the day. They join in with actions as they sing 'Dingle Dangle Scarecrow' while they work together to build a scarecrow for their 'Forest School' area. They squeal with glee when they see it come together and repeat the song they have learned independently. Early mathematical skills develop as children join in with counting songs. They count forwards and backwards and learn about more and less as they sing.

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

- Key persons develop strong and caring relationships with children and their parents. Parents all speak positively about the provision and the care and education their children receive. Key persons keep parents fully informed of children's activities, learning and next steps, including ways to continue learning at home.
- Communication and language development is a key focus area. Staff provide time for children to listen, process and respond during conversations. Staff use puppets to engage children during animated circle times where children learn about the days of the week, weather and seasons. Some staff use pictures to support children's communication. However, children who speak English as an additional language are not always supported as well as possible. On occasion, this results in these children wandering during child-led play and not fully engaging in adult-directed activities.
- Children join in with repetition and rhyme as staff read engaging stories in whole-group sessions. Parents talk about sharing cuddles and stories with children at home using books borrowed from the setting's library. However, staff have not fully considered children's independent access to books and how to further encourage this during the session.
- Children with special educational needs and/or disabilities (SEND) make exceptional progress. Staff identify developmental delays early through

observation and assessments. The special educational needs coordinator is passionate about ensuring children receive the support they need. She proactively engages and works in partnership with parents and other specialist services. She accesses funding and supports other staff at the setting to ensure that children with SEND make the best possible progress.

- Transitions to school are well supported. The manager ensures schoolteachers visit the setting prior to children moving on. Key persons share reports with parents and schools that highlight information about children's development and interests. This process starts earlier for children with SEND, to ensure their needs are fully understood and supported to aid smooth transitions
- Children are supported to adopt healthy lifestyles. They have access to outdoor play throughout the day and follow safe personal care and hygiene routines. Children eat healthy snacks of fresh fruit daily and are provided with water or milk during snack and mealtimes. However, staff have not fully explored how to work with parents more collaboratively in relation to good oral hygiene. For example, staff let children drink sugary drinks from home throughout the day, which does not help promote the messages they share with children about the importance of looking after their teeth.
- The setting has been through staff changes in recent times. The relatively new team have a wealth of knowledge, skills and expertise. The new manager has plans in place for staff to learn from each other, to help further improve outcomes for children.
- The manager constantly reflects on the provision to identify areas for improvement. The views of staff, children and parents are listened to. Regular questionnaires completed by children and parents inform future development at the setting. The manager has ambitious plans to further develop the indoor provision and develop a vegetable and herb growing area outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff follow robust procedures to keep children safe. Safe recruitment, induction and ongoing suitability checks ensure all staff are suitable to work with children. The setting is safe and secure, and all toys and resources are in good condition. All staff have a secure knowledge of safeguarding and procedures to follow if they have any concerns. Staff complete daily and ongoing risk assessments within the setting and on outings to minimise risk. Safe collection procedures are in place to ensure the safe collection of children. Management monitor attendance and have procedures to follow if children are absent.

What does the setting need to do to improve?

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

- build on strategies to support children who speak English as an additional language to further enable them to access and become fully involved in activities
- review the organisation of books to help further encourage children's independent use and enjoyment of books to extend their literacy development
- support staff to fully consider how to promote good oral hygiene and work more collaboratively with parents in relation to this.

Setting details

Unique reference number	205513
Local authority	Worcestershire
Inspection number	10233567
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	20
Number of children on roll	47
Name of registered person	Wishing Well Nurseries Limited
Registered person unique reference number	RP901311
Telephone number	01905 451 976
Date of previous inspection	9 January 2017

Information about this early years setting

Wishing Well Nursery Perdiswell registered in 1994 and is owned by Wishing Well Nurseries Limited. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The setting opens Monday to Friday, from 7.45am to 6pm. The setting is closed for bank holidays and a week at Christmas. It provides funded early education for two-, three- and four-year-old children. There are close links with the organisation's other settings and a neighbouring school.

Information about this inspection

Inspector

Sharon Wilcox

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluations of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and nominated individual. She looked at relevant documentation and evidence of suitability of staff working at the setting.

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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