

Inspection of Wishing Well Nursery

76 Droitwich Road, Worcester, Worcestershire WR3 7HT

Inspection date: 28 May 2024

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

There is a warm and calm atmosphere at this nursery. Children are highly motivated to play and learn. They benefit from a range of activities which are tailored to their interests. Children are eager to learn and take on new challenges. For example, older children use hay, sticks, and small bricks to build houses and play imaginatively with them, retelling the story of 'The Three Little Pigs'. Younger children explore different textures in a sensory tray based around the story 'We're Going on a Bear Hunt'.

Children behave really well. They play cooperatively with each other and respond well to the routines and boundaries that are in place. Children thrive on the praise they receive from staff for their efforts and achievements. This helps to build their self-esteem and confidence.

Staff are dedicated to providing a warm and caring environment for children. When children start at the nursery, staff form close working relationships with parents. They gather detailed information from parents, which they use to help children settle quickly. Staff know the children extremely well. They are positive role models. Children show they feel safe and secure as they explore the nursery happily.

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

- Leaders have created a broad and balanced curriculum. Staff offer children exciting opportunities that spark curiosity and develop a love for learning. Staff demonstrate that they know the children well and can talk about where children are in their development and what they need to learn next. However, while staff are generally able to discuss the curriculum intentions, their teaching does not consistently focus on what they want children to learn next.
- Children learn about people and communities. Leaders and staff value the diversity of the local area and the children who attend. For example, children help to raise money for local charities. Pre-school children visit the local residential home on a regular basis to sing songs and share stories with the residents. Younger children go on local walks to the park. This promotes their personal development and introduces them to their local community.
- Staff are good role models for children. They are kind and nurturing. There is an effective key-person system in place. Staff take time to establish secure relationships with children and help them to feel safe and secure. They successfully meet children's individual needs.
- Leaders involve other professionals to support children with special educational needs and/or disabilities (SEND). Staff implement targeted plans to help meet the needs of these children. They use additional funding well to help improve

outcomes for children. Children with SEND make good progress from their starting points.

- Staff say that they feel supported in their roles, and morale is good. Staff work well as a team. They are supported to improve their performance through supervision and training. However, while there are systems in place to ensure consistency within the setting. Leaders would benefit from further training and support to fulfil their role more confidently and develop further oversight of the whole nursery.
- Children develop in their communication and language skills. Staff support children's early language development through fostering a love of books, songs and rhymes. Staff take every opportunity to extend language, introducing new words and engaging children in meaningful conversations.
- Staff use everyday opportunities to develop children's mathematical skills. For example, when playing in the role play, staff talk to children about the cost of everyday items and support them to add numbers together.
- Staff promote children's independence well. During meal and snack times, staff support children to learn how to complete tasks on their own. Children pour their own drinks; serve their own food and clear plates away. Before outdoor play, children demonstrate growing independence when getting their own shoes and coats on.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to have a clearer understanding of the curriculum intent so that their teaching consistently focuses on what they want children to learn
- strengthen further the support and training in place for all leaders to help maintain consistency and oversight of the whole nursery.

Setting details

Unique reference number	257854
Local authority	Worcestershire
Inspection number	10348824
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	0 to 4
Total number of places	44
Number of children on roll	67
Name of registered person	Wishing Well Nurseries Limited
Registered person unique reference number	RP901311
Telephone number	01905 613401
Date of previous inspection	18 October 2018

Information about this early years setting

Wishing Well Nursery registered in 2001. It is run by Wishing Well Nurseries Ltd and is situated in Worcester. It opens each weekday all year round except for bank holidays and a week at Christmas. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 25 members of staff. Of these, 17 hold an appropriate early years qualification at level 3, two hold a qualification at level 2 and four are unqualified.

Information about this inspection

Inspector
Carli Mccallin

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 evaluation of the setting.
- The inspector completed a learning walk with the deputy managers.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.
- The views of parents were considered by the inspector through feedback forms and emails.

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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