

Wilsic Road Day Nursery

11 Wilsic Road, Tickhill, Doncaster, South Yorkshire, DN11 9JG

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|--------------------------|------------|
| Inspection date | 24/04/2013 |
| Previous inspection date | 06/06/2011 |

| The quality and standards of the early years provision | This inspection: | |
|----------------------------------------------------------------------------------------|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Practitioners understand the arrangements for safeguarding and are confident in their convictions that they will be able to implement them effectively. This ensures children are safeguarded.
- Educational programmes cover all seven areas of learning. Assessments are accurate and next steps are clearly identified and planned for. This ensures children are well challenged and continue to make good progress compared to their starting points.
- High priority is given to evaluation of the provision and its impact on children's learning and well-being. Action plans to overcome weaknesses are effective. This ensures continuous improvement in the quality of care and learning.

It is not yet outstanding because

- On rare occasions practitioners in the pre-school room do not fully utilise opportunities to talk about quantities to fully support children's understanding of mathematical concepts, such as full and empty.
- At times, when their key person is not available, young babies do not consistently have planned one to one time with an adult when they can lie on their back and kick and stretch their bodies.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms and the outside learning environment.
- The inspector held meetings with the owner, manager and early years practitioner.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day, and of information included in the setting's recent parent survey.
- The inspector held discussions with children.

Inspector

June Rice

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Full Report**Information about the setting**

The Wilsic Day Nursery was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Tickhill area of Doncaster, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above, plus two at degree level, one at level 6, one at level 5, and one with Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- increase opportunities for one to one time to interact with young babies so they can kick and stretch freely on their backs

- model and encourage use of mathematical language to further promote children's understanding and use of mathematical concepts.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Planning takes full account of children's individual learning needs and effectively covers all seven areas of learning. Practitioners analyse the observations recorded in children's development files and accurately identify the correct development bands that children are presently working within. They use this information to effectively plan and provide a good balance of adult-led and child-led play activities that successfully promote children's learning through play. There is a strong emphasis placed on developing children's

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communication and language skills and practitioners successfully implement the programme 'Every Doncaster child is a talker'. This helps children make the best progress they can relative to their starting points and helps them get ready for school. The systems in place very effectively promote partnerships with parents and other early years providers. Parents are eager to share the progress children are making at home and they contribute to their children's progress records and daily diaries. They know their child's key person, and attend meetings to look at their children's progress records and discuss where they are in their development. This helps them to support their children's learning at home and continued progress towards the early learning goals.

Children find the activities interesting and challenging which helps them to continue to make good progress. The practitioners fully understand how children learn, and on the whole, they use good questioning techniques. For example, during a sand activity the practitioner encouraged children to talk about what they were doing; name the different animal moulds and think about what will happen when they remove the mould. They encourage a conversation about the seaside and what they can find in the sand. Consequently, children think about cause and effect, extend their communication and language skills, and further their understanding of the wider world. However, there were very few mathematical words introduced which did not fully help children to extend their use and understanding of terminology, such as the concept of 'empty' and 'full'. Children who speak English as an additional language are supported by practitioners who liaise effectively with parents about the use of their home language in the setting. Parents are encouraged to bring a small selection of their children's favourite story books for staff to read to them. This helps children to recognise their own uniqueness and feel valued. Babies are nursed while being fed and cuddle into their key person after waking. They turn their head in response to a familiar voice and gaze at faces when they are spoken to. This shows they are making relationships and building sound attachments. However, when their key person is not present there is no consistent one to one time with an adult when they can lie on their back. This means there are fewer opportunities for babies to become more familiar with their own bodies.

The contribution of the early years provision to the well-being of children

Good health and well-being is well promoted through effective planning that ensures children benefit from free access to a well-equipped outdoor environment. The outdoor equipment promotes children's physical well-being and their enthusiasm for fresh air. This is enhanced further as practitioners make use of the local community for walks and visiting places of interest. Children are provided with a healthy and balanced diet that takes account of specific dietary needs and includes a combination of lots of fresh fruit and vegetables, and hot meals that are freshly prepared. Children are observed to enjoy the social aspect of lunch where they sit with their friends, and practitioners who also eat with them. Good hygiene practices are well implemented with children washing and drying their hands thoroughly before meals and snacks, and after using the toilet. An exclusion policy that is implemented for children who are infectious helps to protect others. Children are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, practitioners arrange visits from outside agencies that include the fire service, police, health visitor and the road safety team. This helps

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children behave in ways that are safe for themselves and others. Children are very well behaved and confident. They move freely within an environment where they independently select resources and activities that interest them and keep them motivated to learn.

The key person system is well embedded. This ensures that onward transitions, such as from home into the setting, are well managed and help children settle quickly. The close proximity of the baby room and toddler room, and the support of the key person help children be emotionally ready for the move from one room to the other. Children show through their body language that they are happy, safe and secure, and are clear about who they would go to if they were upset. This shows children have built trusting relationships with adults. There are well-established links with other early years settings children attend. For example, teachers visit the setting, assessments of children's progress are shared, and practitioners complete play plans for children which include information shared by other early years providers. This promotes and supports children's transition into school.

The effectiveness of the leadership and management of the early years provision

Leadership and management is good and fully committed to improving the quality of the provision. The manager has worked closely with early years professionals to help identify priorities for improvement. She has reflected critically on the quality of teaching, the environment and the curriculum, and successfully identified priorities for improvement. This evaluation takes full account of what staff, parents and children have to say. There is an action plan in place which identifies that some of these changes have already taken place and improved the quality of the provision. For example, practitioners worked closely with the consultant teacher and visited an outstanding setting to look at how they promoted mathematics through the use of natural materials. This helped to improve the foundation results of children who had attended the nursery. The recommendations from the previous inspection have been successfully addressed. This has improved record keeping, the assessment of children's progress and children's understanding of good hygiene practices. This improved the learning and development of children and their well-being. Practitioners have developed good systems to observe, assess and monitor each child's progress. Although at present there are no children who attend that require additional support, practitioners demonstrate a good understanding of their responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families who need it. Very good partnership working with children's parents and has resulted in parents being fully included in their children's learning. Parents' views are sought informally through discussion and more formally during scheduled meetings to discuss their children's progress.

The provision gives high priority to safeguarding. Practitioners have a comprehensive understanding of child protection and are confident in their ability to implement procedures effectively in order to protect children. All required documentation is in place and includes procedures to be implemented in the event of lost, uncollected children and safeguarding. Robust risk assessments clearly identify possible hazards and the action

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taken to reduce any risks to children. Recruitment procedures ensure that all practitioners working with children are suitable to do so. This helps to ensure children's safety. Practitioners are well supported in continuing their professional development and continue to attend appropriate training. Their performance and its impact on children's learning is regularly monitored and supervision meetings and yearly reviews are carried out. This ensures that practitioners are well mentored and continue to improve their knowledge and understanding of children's development. Consequently, this improves children's learning and helps supports their continued good progress towards the early learning goals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|--------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

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|------------------------------------|----------------------------|
| Unique reference number | 318125 |
| Local authority | Doncaster |
| Inspection number | 909800 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 31 |
| Number of children on roll | 60 |
| Name of provider | Sundarambal Mariaye Draper |
| Date of previous inspection | 06/06/2011 |
| Telephone number | 01302 742629 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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