

Wigwams Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY392538
Inspection date 04/11/2009
Inspector Hazel Meadows

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Wigwams Neighbourhood Nursery is one of two settings operated by Bows and Arrows, an independent registered charity, managed by a board of trustees. The setting opened in 2004 but changed to the current ownership in 2009. It operates from a two storey, purpose-built building on the north-west side of Ipswich, Suffolk and is linked to Meredith children's centre as the registered day care. The premises has level access and a lift is available to the first floor. There is a secure, enclosed outdoor play area.

The nursery opens five days a week from 8am to 6pm for 50 weeks of the year; closing for one week in August and over Christmas. Flexible session times are available to meet the individual needs of families. The setting is registered on the Early Years Register, the Childcare Register and the Voluntary Register. A maximum of 78 children may attend the setting at any one time and there are currently 75 children on roll in the early years age range. The nursery supports children who have special educational needs and/or disabilities and also children who have English as an additional language.

The setting employs 16 staff, all of whom are trained to Level 3 or above. Eight staff are working towards a foundation degree and the manager is currently working towards Early Years Professional Status. A qualified teacher supports the setting through the children's centre. The setting also supports two students.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy and settled, enjoy a superb range of play and learning experiences and make significant progress in relation to their starting points at this welcoming, stimulating nursery. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Extremely positive partnerships are developed with parents and carers, ensuring children receive consistent support regarding their care, development and learning. Comprehensive and robust documentation and procedures are in place to promote children's welfare and staff have developed a clear and effective method for monitoring children's individual progress through the EYFS. Exemplary, ongoing self-evaluation ensures high quality in all areas and promotes continuous development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implement existing plans for ongoing improvements, for example, increasing the use of technology, improving healthy meal options and reviewing the layout and resources.

The effectiveness of leadership and management of the early years provision

Staff are very attentive to the children and vigilant regarding their safety. Daily risk assessments are undertaken of the premises before the children arrive, and for each type of outing, to minimise risks to children. Staff are swiftly alerted to any newly identified potential hazards. The emergency evacuation routine is regularly practiced, to ensure all staff are familiar with the procedure and that it operates effectively. Robust recruitment and induction procedures are in place to ensure staff's suitability to work with children. All staff have attended safeguarding children training and have a secure understanding of safeguarding issues. They are clear of their responsibilities to protect children and ensure procedures are correctly followed when required. The group has a thorough written policy, a designated safeguarding officer plus local safeguarding contact details to refer to, should they have concerns about a child.

The group promotes excellent inclusive practice, with a very positive attitude and approach towards diversity. Staff and management pro-actively support and embrace children with special educational needs and/or disabilities and children for whom English is an additional language. This positive approach is further reflected in the resources and activities available. Staff work closely with parents, through the competent and enthusiastic Special Educational Needs Coordinator, to ensure each child receives appropriate support at an early stage. Close liaison is developed with other childcare or health professionals, if required, to promote a consistent and well-informed approach. Comprehensive details are obtained about each child to support their welfare and signed, written consents are in place to ensure children are cared for according to their parent's wishes. All records are securely kept and accurately maintained.

A key strength of the nursery is the exceptionally committed, enthusiastic and competent staff team. They work cooperatively together to support the children and to ensure the smooth running of the nursery. Staff have considerable experience and ongoing staff development is encouraged, with appraisals completed on a regular basis. All the staff have an early years qualification and all required training is up-to-date. Staff are keen to progress and attend further training to develop their skills and knowledge and to enhance their practice. Monthly staff meetings enable all staff to be actively involved in the group's development. Both the main leadership and staff are constantly reflecting on practice and considering ways of improving the quality of play and learning experiences for children. The leadership utilises exemplary methods of self-evaluation to appraise the nursery overall and to identify areas for further improvement. These areas are prioritised on an action plan and regularly reviewed, to ensure they are still relevant and appropriately addressed to promote continuous development.

Staff develop extremely trusting partnerships with parents. A well presented, comprehensive parent information pack is available, which offers parents an excellent overview of the nursery. Home visits are arranged before a child starts,

to introduce the key person to the child. Parents are encouraged to share valuable information about their child's likes, dislikes, family background, routines and starting points in their learning. This ensures each child's key person can help them to settle quickly and establishes a foundation for their future learning and development. A 'buddy' key person system ensures there is always a member of staff available to feed back to each parent about their child's day. Comments received from parents during the inspection are extremely positive. They have confidence in the staff and are very pleased with their children's overall care and progress. Most state they have regular meetings with their child's key person when their child's development records are shared with them, with their contributions welcomed. Parents are kept very well informed, through frequent discussions with the staff, informative notice boards, newsletters and letters. Written policies are comprehensive and are currently being reviewed and updated by the management. The nursery has close links with the local children's centre and the nearby primary school and is developing links with other settings that children attend.

The quality and standards of the early years provision and outcomes for children

Children are given a warm and friendly welcome by staff and settle quickly as they arrive. They are very happy and relaxed at the nursery and form positive and trusting relationships with staff and one another. High quality toys and resources are readily accessible, enabling children to make their own selections and choices and they keenly explore the activities available. Children downstairs in the pre-school room have periods of free access to the outdoor area enabling them to choose their preferred play and learning environment. They are developing positive self-esteem and are extremely confident, freely approaching and talking to staff and visitors and trying out their own ideas. Staff get to know the children very well as individuals and all children are enabled and encouraged to participate with the activities available. Children's awareness and appreciation of diversity is very well promoted in the group through the positive attitudes of the staff plus specific activities, such as recognising different festivals through stories, pictures, foods and crafts.

The staff's attentive, patient and calm approach helps children feel valued and secure. Children are learning to manage their emotions and behaviour appropriately, as they are offered clear explanations and helped to understand how their actions impact upon others. Staff have a positive ethos and work cooperatively together to address challenging behaviour and children are offered more attention for positive behaviour. Turn-taking games and group times help them to learn to wait their turn, listen to others and to share resources.

Staff have a very good grasp of the EYFS and have received training and support from the qualified teacher at the setting. They use their knowledge skills and observations to support individual children and help them progress. Relevant observations are clearly recorded in Learning Journeys and used effectively to identify their next steps. These are noted on a weekly planning sheet, to ensure additional resources are provided to support the identified next steps for individual

children. Staff have excellent understanding of children's needs and development and the importance of children learning through play and first hand experiences. Staff are imaginative and innovative to provide a broad range of play and learning experiences to promote children's all round development. Activities covering all areas of learning are available at each session and are varied to provide ongoing interest and challenge for the children.

Children of all ages experience a dynamic and imaginative range of creative activities. They have free access to paint, play dough and crafts and explore a wealth of media and textures. Babies and toddlers have access to many alternatives to plastic in their daily routine. For example, they enjoy exploring paint, playdough, treasure baskets with shells, compost, pine cones and sticks and delight in making firework pictures by splashing paint on paper. A range of real musical instruments are readily used and a well resourced imaginative play area supports children's role play with a variety of themed props. Children have regular opportunities to practise pre-writing skills and freely use the paint and chalk boards and a writing area set out near the imaginative play area. Children competently operate the computer to play educational games and staff and management have identified technological equipment as an area for development. Children benefit from outings to the local community and visits further a field. They regularly go to the local sports centre and shops, and to nearby parks and play areas. They begin to learn to care for living things and how things grow by occasionally visiting the nursery allotment nearby and planting up pots at nursery. More unusual visits offer an ongoing learning experience. For example, a visit to Orwell Bridge resulted in the children making bridges from planks and posts at the nursery and parents becoming involved with bridge designs at home, which are now displayed at the nursery.

Robust hygiene procedures minimise the risk of cross-infection. For example, staff are vigilant to ensure toys are cleaned at very regular intervals, they practise strict nappy changing procedures and individual bedding is supplied for babies. Children are learning good hygiene practice through regular routines and explanations. They wash their hands, some with support, after using the toilet and prior to snack. Children's independence is well promoted as they competently pour their own drinks of milk or water and babies learn how to feed themselves. Healthy snacks, such as cheese, fruit, vegetables and breadsticks, are offered, promoting children's understanding of healthy eating. Water is always available, ensuring the children are well hydrated. Children have daily opportunities for fresh air and exercise, promoting a healthy lifestyle. A small but busy outdoor area offers access to a climbing frame, large sand pit, stepping stone posts and ride on toys. Babies are encouraged to move freely and toddlers are gaining competence and confidence using steps and slopes. Children develop their physical skills, balance and coordination and learn their capabilities and limitations and how to assess risks. They competently sweep leaves with a broom and make water gullies with guttering and bridges with planks. Children learn to keep themselves safe through discussions and reminders from the staff, for example, walking indoors and being careful with planks and pieces of guttering outside. Outings are also used as opportunities to help children understand about road safety and to stay with known adults.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met