

Wyvern Nursery @ Victoria Park Childrens Centre

Victoria Park Childrens Centre, Victoria Park Drive, BRIDGWATER, Somerset, TA6 7AS

Inspection date	11/04/2013
Previous inspection date	Not Applicable

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

- The management team effectively observe the staff and provide knowledgeable support for their professional development to improve outcomes for children.
- Good partnerships with outside agencies and parents help to ensure that all children, including those with special educational needs and/or disabilities make good progress.
- Staff make good use of daily routines to promote children's all-round development.
- Children become active learners using the well-resourced indoor and outside environments, which promote their individuals learning styles.

It is not yet outstanding because

- Staff do not always enable children to concentrate on their learning without being distracted during small group activities.
- Older children do not always have opportunities to practise writing their own names on their artwork to support their literacy development.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children in the indoor and outside environments and the staff's interaction with them.
- The inspector talked with the staff, children and parents during the inspection.
- The inspector carried out a joint observation and evaluation of an activity with the manager.
- The inspector held a meeting with the registered person and the manager, and took account of their self-evaluation.
- The inspector sampled documentation, such as policies and procedures, and children's personal and development records.

Inspector

Elaine Douglas

Full Report

Information about the setting

Wyvern Nursery @ Victoria Park Children Centre re-registered as a limited company in 2012 and is one of six privately owned nurseries. Children are cared for in purpose-built accommodation within the Children Centre. There is a large, open plan playroom for children aged over two years with adjacent toilet facilities. There is access to a sensory room and an enclosed outside area. Babies are cared for in a smaller room with their own enclosed outside area. There are separate toilet/nappy changing facilities, a milk kitchen and a sleep room. The nursery also has access to family and meeting rooms within the centre. The nursery is registered on the Early Years Register. There are currently 94 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery opens each weekday from 8am until 6pm closing for bank holidays, a week at Easter and a week at Christmas. The director employs 11 members of staff; one holds an early years degree and nine members of staff hold early years qualifications at level 3. The nursery follows the Highscope educational philosophy.

What the setting needs to do to improve further

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

- improve the organisation of small group activities so that children can concentrate on their learning without distractions

- strengthen opportunities for children to develop their early literacy and writing skills; for example by writing their own names.

Inspection judgements

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

Staff have a good knowledge of their individual key children because they keep regular focused and spontaneous observations, and have daily discussions with parents. During the settling-in process, they find out children's starting points for learning. This supports them in planning the environment and activities to support children's individual next steps in development. Staff focus on developing children's interests to motivate them to learn. The key person provides regular feedback to parents to make certain they are involved in their children's learning. As a result, all children, including those with special educational needs and/or disabilities, are developing well.

Children enjoy their learning. Babies and toddlers gain confidence in exploring their surroundings because staff respond sensitively to them and follow their interests. Toddlers giggle as they walk towards the open arms of staff and move confidently around the furniture. They enjoy singing as part of their daily routines and join in with the actions. Staff use pictures as prompts so that the children can choose which song to sing, supporting their communication and language skills. Children enjoy interacting with stories, as they learn to enjoy books to support their developing literacy. They are eager to lift the flaps in the book to see what is underneath and use finger puppets and props. However, they are occasionally distracted during story time as other children enthusiastically enjoy their separate singing session. This means they are unable to give full concentration to their learning.

Children develop good skills for their next stage of learning and to support their move on to school. They communicate well. Staff fully support babies and children learning English as an additional language with their communication using visual aids and sign language. They give children choices and time to respond to develop their language and vocabulary. Staff encourage children to listen to each other so they learn about taking turns in conversations. Children of all ages enjoy creative activities and noticing the marks they make in sand, paint and with crayons. However, staff write children's names on their artwork for them, missing opportunities to support the older children's writing skills.

Staff make very good use of daily routines to promote children's learning. For example, at snack time children gain independence setting the table, pouring their drinks and sweeping the floor afterwards. They develop mathematical skills as they work out how many plates they need for the number of children at the table. Older children learn about halves and quarters when cutting up the fruit and count how many segments of orange they have. Staff provide context to children's learning so they understand meaning, such as holding up different size hoops to represent big and small.

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

A key person provides a secure, special adult for children, reassuring them when they separate from their parents. Consequently, children soon settle and are happy to engage in the activities. Snack and lunchtime are social occasions, with staff providing good role models. All children sit together in family groups with staff and older children help take responsibility for the younger ones. This builds their self-esteem and helps to build strong relationships. Children have a good awareness of the routines and staff's expectations. For example, when they ring sleigh bells even the youngest children know to start to tidy away the toys. Staff use good strategies to allow children to manage their own behaviour. For example, they ask older children what they can do to resolve disagreements, which supports their personal, social and emotional development. The children then suggest sharing and use egg timers to aid this. Babies playfully learn that they are different from others as they look in the mirror, while staff sing a welcome song. Staff work closely with parents to aid children's smooth transfer between the rooms at the nursery and going on to school. Parents comment positively about how their children are making friends and

developing good social skills.

The good organisation of resources enables children to make choices and initiate their own learning. Babies enjoy looking at books because they are at a low level, for example. All children have daily opportunities to use the outside area and enjoy using large equipment. One-piece wet weather gear allows babies to crawl around and children to experience fresh air and exercise in all weathers. Children develop a good awareness of staying safe and healthy. They manoeuvre bicycles confidently around the setting avoiding obstacles and know to wait their turn on the slide, for example. One young child explains that they need to wear their coat because it is cold outside. Children wash their hands before eating and staff remind them of hygiene when children blow their nose. Children learn about healthy eating and the importance of regularly drinking water as part of a healthy lifestyle.

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

The management team have a very good awareness of their responsibilities in meeting the requirements of the Early Years Foundation Stage. They have updated all their checks on staff to help to ensure they remain safe to work with children. All staff receive first aid and child protection training and are experienced in following good procedures to protect children. Good security, supervision and risk assessments help to keep children safe throughout the premises. All staff are involved in risk assessment so they take responsibility for children's safety. Staff check the garden daily prior to the children going out to play. All required safeguarding records are in place and organised well to protect children's welfare. Staff have a good awareness of the policies and procedures, and effectively implement them. The director is currently reviewing all policies and procedures to help to ensure they are robust and clear, to help safeguard children.

The manager uses very good systems to monitor the quality of teaching and learning to drive improvement in the outcomes for children. She carries out regular observations of staff's interaction with the children and provides them with positive feedback as well as ways to develop their practice. Staff have very recently attended training on the HighScope philosophy. They are now in the process of implementing new practices, which focus on children's active learning. Staff are working on extending children's choices and enhancing problem solving. Staff have undergone many changes recently and continue to work well as a team and talk positively about the new procedures. This benefits the children's welfare and learning. Through self-evaluation the team continue to set actions for continuous improvement to the care and learning they provide for children.

The manager uses regular supervision of staff to monitor individual children's learning. This enables them to identify any gaps in their development and seek appropriate professional intervention. Staff complete written progress checks for children when they are aged between two and three years, as required, and share these with parents. There is an effective partnership between the nursery and parents, which benefits the children's care, learning and development. Through daily discussions, parents are well informed of

their children's care and learning. There are systems in place to review and make clear the written information for parents so they keep informed about the way the staff care for their children. Good links with outside agencies promote and complement children's learning. This is particularly evident in the support staff provide for children with special educational needs and/or disabilities. Parents comment on the good support they receive so that they can all work together to promote their child's development. Some comment positively on the support their children receive when learning English as an additional language. Parents mention how useful they find the parents' evening when they see their children's development files and are informed of the next stages of learning.

The Childcare Register

The requirements for the voluntary part of the Childcare Register are

Met

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.

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

Unique reference number	EY456106
Local authority	Somerset
Inspection number	891017
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	94
Name of provider	Wyvern Nursery Limited
Date of previous inspection	not applicable
Telephone number	01278422409

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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

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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