

# Wyvern Nursery @ Frome Community College

Frome Community College, Bath Road, FROME, Somerset, BA11 2HQ

<b>Inspection date</b>	13/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make rapid progress in their learning and development because they engage in exciting and innovative experiences.
- Children's communication and language is extremely well promoted because staff are highly skilled at engaging them in conversation and effectively extending their vocabulary and understanding.
- Children's behaviour is exemplary.
- Children's personal, social and emotional development is exceptionally well promoted. The way in which children make relationships is inspiring.
- The nursery is pro-active in accessing support for children who need additional help. The highly effective system to support children means that staff and families work well together to effectively meet children's needs.
- The leadership and management of the nursery are excellent in driving high standards.

## 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.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the registered person, the manager, staff, parents and children.
- The inspector undertook a joint observation of staff and children, at an activity with the manager.
- The inspector sampled a range of documentation including children's records, staff suitability checks and attendance registers.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

The nursery re-registered under the current management in 2012. It is one of six nurseries managed by Wyvern Nurseries Ltd. The accommodation consists of a large playroom with adjoining toilet and changing facilities, a fitted kitchen, an adult toilet and an office. The children have easy access to a secure outdoor area, which leads out directly from the playroom.

The nursery supports children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register. There are currently 49 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The High Scope educational approach to learning is followed by the manager and staff.

The nursery opens for five days a week, 50 weeks a year, closing for a week at Easter and a week at Christmas. The nursery is open from 8am to 6pm. The nursery employs seven members of staff, including the manager. All have an early year's qualification or are working towards one.

### What the setting needs to do to improve further

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

- provide further opportunities for children to develop their understanding of how to keep themselves safe.

### Inspection judgements

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

Children are confident, inquisitive and happy. They thrive in the nursery setting because staff know them extremely well and support their learning and development through the provision of stimulating and exciting experiences. Children's needs and starting points are explored from the start with parents, then focused assessment and planning ensures that activities support children to make excellent progress. The nursery adopt the high scope educational approach which means children are very involved in their own planning and learning through the 'Plan-Do-Review' system. Children decide what they want to do, discuss this with their key person and talk about what they have done at the end of the session. Staff observe the children engaged in activities and use these observations effectively to plan for children's next steps. Staff summarise each child's individual progress, which they share with parents to keep them fully involved with their child's

learning. The nursery encourages parents to share observations about their children's achievements at home. Staff also work closely with parents if gaps in children's learning are identified. This is to ensure that support is put in place at its earliest stage to enable children to reach their maximum potential.

Children receive a high level of support and interaction from the dedicated staff who have a clear understanding of how children learn. All children thoroughly enjoy their time at the nursery, they are active learners who challenge themselves and persevere with tasks. Children's personal, social and emotional development is excellent. They are confident learners who actively explore their environment and concentrate well as they engage in a wide variety of activities. Children of all ages interact and play well with one another. Activities are planned to nurture children's appreciation of their own and others' feelings. Younger ones ask older ones for help to complete tasks and children are seen helping one another with their coats and boots as they go to play outside. This means that children are supported well in developing positive relationships. Children are encouraged to talk about their feelings and show much care and consideration as they negotiate and compromise. One child asks another child if he is okay after he has fallen over outside and children happily invite one another to join in with their game. This shows they manage their feelings and own behaviour very well.

Children's communication and language skills are developing rapidly. Children talk about the tractor that was stuck in the mud and how two men had to come and push it out. They use language such as 'big' and 'small' to describe the size of the wheels. Children talk excitedly about their painting, describing the colours they have used and shapes they have drawn to make a 'jelly fish'. Children make good attempts to label their creations. They smile with delight as the staff praise and encourage them for their achievements and staff extend children's learning well by sounding out letters as they write themselves. The way in which staff engage children using the large class puppet is inspirational. The puppet dresses in a coat and plays outside supporting the children in finding their name card hidden in the garden. The member of staff skillfully uses the puppet to engage all children in the activity successfully, which results in a highly active session, and unmistakably supports children in their learning and development. Staff's enthusiasm inspires children to take part in activities. They sit and listen intently as staff read them a story about a shark. Staff make excellent use of different tones of voice to hold children's interest and they use words such as 'scary' to build on the excitement. Staff successfully extend children's learning and understanding through introducing new words and talking to the children about the meaning. For example, children talk about the dinosaur being 'extinct' and explore what this means. Children with special educational needs are extremely well supported. Staff use signing with all children and the use of a visual timetable helps all children to feel included. Children have fun as they spend their time purposefully engaging in an extensive range of activities, playing exceptionally well both independently and with others.

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

Children are extremely confident and self-assured because they consistently receive high levels of praise and encouragement from the staff. There is an effective key person system in place, which successfully supports children's emotional and physical well-being. Staff manage children's behaviour extremely well. There is a very strong emphasis on promoting positive behaviour and children feel highly valued because the staff actively listen to them and support them effectively to resolve issues for themselves. For example, when 2 children want to sit on the same chair, staff encourage them to think about how they might solve the problem for themselves, which they do successfully.

Children have some wonderful opportunities to play in the vibrant outside environment. Their physical skills are challenged and promoted as they balance on the beam and ride on scooters. Children dig in the sand, move soil from one container to another and use plastic tubes to look inside the trees at the branches and foliage as they explore the outdoor environment. Children have easy access to an extensive range of high quality resources, which effectively supports learning in all areas both inside and outdoors. The environment is rich in print of both words and numerals, which further supports children's learning in literacy and mathematics.

Children develop exceptionally high levels of independence, which prepares them for school extremely well. They take care of their self-care needs, serve themselves at lunchtime and readily dress themselves for outside play. Even the youngest children 'have a go'. Children are very well supported to make healthy choices. They are aware of the benefits of healthy foods, and talk with staff about needing energy from food to 'do lots of playing'. Children take responsibility for their environment as they work together to tidy toys away before lunch or when they move to a different activity. Children develop a strong understanding of safety through discussion with staff, however currently staff do not involve children in the risk assessment process to enhance their understanding further.

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

The leadership and management of the nursery are exceptional. The well-established management and staff team have an excellent understanding of their responsibilities in meeting both the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage. All areas of practice are effectively managed to a very high level and continually improved to benefit all children. Recruitment and vetting procedures are rigorous and robust to ensure all staff are vetted and suitable to work with children. Staff are extremely well supported and their practice is monitored effectively through ongoing supervision meetings, appraisals, observation and feedback of their practice. Safeguarding children is given the highest priority and all staff have an excellent knowledge of the procedures to follow if they had a concern about a child in their care. Thorough procedures are in place to ensure the children have a safe and secure environment to play in. Access to the premises is well-monitored and daily safety checks are carried out.

The educational programme is extremely well monitored. Robust systems are in place to

track and monitor children's progress. As a result, gaps in children's learning are quickly identified and appropriate action taken to support children to reach their full potential. The nursery establishes extremely positive partnerships with parents. Parents are made very welcome at the nursery and are encouraged to share information about their child, which ensures they feel involved. Parents receive written and verbal feedback on a daily basis, which parents say they appreciate, and gives them a true insight into their child's day. Parents speak very highly of the nursery; they praise the staff for their dedication and friendliness and comment on how well their child has progressed since starting there. Partnerships with other early years settings that children attend; local schools and other professionals are very well established. The nursery is proactive in sharing information with others to ensure there are high levels of consistency for each child.

Self-evaluation has been used successfully to identify the strengths of the nursery and areas that could be developed further. The views of staff, parents and children are also used to formulate plans for future development. This demonstrates a strong drive to maintain continuous improvement.

## 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

<b>Unique reference number</b>	EY456113
<b>Local authority</b>	Somerset
<b>Inspection number</b>	891018
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Wyvern Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01373453838

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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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