

Watermead Nursery

2 Watermead Lane, LOUGHBOROUGH, Leicestershire, LE11 3TN

Inspection date 04/09/2013
Previous inspection date 10/09/2008

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		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

- Safeguarding of children is outstanding because staff know the procedures and a robust policy is in place, reviewed and updated regularly. Safety is highly effective because the premises are secure with highly efficient systems and staff are extremely vigilant regarding access.
- Children are highly confident and show an excellent level of independence for their age, as a result of the exceptional and vibrant learning environment. Outdoor play is a key feature, providing innovative opportunities for children to play with natural materials to enhance their imagination and sensory skills.
- Children are supported exceptionally well as they move into new rooms and as they move on in their education. Parents are fully informed and involved to further support their children and build excellent relationships with new key persons.
- School readiness is a key focus and children become highly confident learners able to express their feelings, use good manners and make active decisions about their day. Exemplary observations are meticulously analysed to use in planning exciting activities, which build on children's interests, stimulating their curiosity and thirst for learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice.

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 spoke to staff and interacted with children throughout the inspection.
- The inspector observed activities in the baby rooms, toddler rooms and pre-school room, the outside learning environment and children having their lunch time meal.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires conducted by the nursery.
- The inspector conducted a joint observation with the manager of the nursery.

Inspector

Patricia Bowler

Full Report

Information about the setting

Watermead Nursery was registered in 2004 and is on the Early Years Register. It is situated in a purpose-built premises in Nanpantan, Leicestershire and is privately owned. The nursery serves the local area and is accessible to all children. It operates on two levels from five rooms and there is an enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 5, level 3 and level 2, including one with Qualified Teacher Status.

The nursery opens Monday to Friday all year round, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 82 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider the organisation of mealtimes to ensure that maximum use is made of opportunities to enhance children's social skills.

Inspection judgements

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

Children's learning and development is supported extremely well by an exceptionally committed and enthusiastic staff team, secure in their knowledge of how children learn. Valuable information from parents is used highly effectively to identify clear starting points in children's learning. This enables key persons to plan according to children's individual learning styles and interests and maximise their full potential for learning. Staff use open and effective questioning to encourage children's critical thinking, to act independently and organise their play. As a result, they are enthusiastic and highly motivated to make rapid progress in all areas of their development. Children settle well and show high levels of confidence and curiosity in the vibrant learning environment throughout the nursery. Personal, social and emotional development lies at the heart of children's learning. Staff are skilled in allowing children to create their own play situations, providing opportunities to develop relationships with other children. This has a positive effect on their ability to form relationships and also develop an understanding of the needs of others. All areas are

extremely well equipped to meet the ages and developmental stages of the children cared for. Staff are sensitive when deciding when to interact and when to value children's independent play.

The pre-school room is a vibrant, stimulating area buzzing with activity. Children express their own ideas when using notepads, paper and individual pots of pencils and crayons, drawing pictures and practising emergent writing. They are careful to replace tops on felt tip pens 'so they don't go dry', learning to take care of reusable resources. Children recall what they have learnt and bring this into their play. For example, they link stars and stripes, as they make patterns with stamp pads, to the American flag following a theme about holiday destinations. A group of children involved in imaginary play erect a campfire. They use construction resources to replicate flames, adding wooden rods which they also rub together to 'ignite the fire' and add imaginary foods to 'cook for lunch.' Much discussion takes place during these activities and children work cooperatively, listening and giving instructions as their play develops. All areas provide opportunities for active play and relaxation. Children choose to sit quietly under curtain drapes to look at books and demonstrate excellent skills in information and technology skilfully guiding the mouse as they access and complete programmes on the computer. Younger children experiment with tactile activities including cornflour, delighting in the touch and adding vehicles and small world figures into their play.

Meticulously recorded routines are sensitively followed by staff so babies and younger children are cared for in line with parental wishes. Physical development is nurtured as they progress to walking, developing balance and coordination, in readiness for their transition through the nursery. Babies explore natural materials in treasure baskets and investigate toys with buttons to press to develop an awareness of cause and effect. A separate outdoor area allows them to play safely, protected from older children and materials which could pose a risk to their safety. They enjoy natural features including low-level logs for sitting and climbing on and a range of activities including sand and water.

Physical development is promoted well to support children's health and well-being. Older children engage enthusiastically, gaining racket skills in weekly sessions at a local tennis club and they learn about the benefits of exercise in activities presented by a personal trainer. They ride and steer a range of wheeled toys in the outdoor area and observe nature as insects and butterflies are attracted in surrounding shrubbery borders. A brook bordering the perimeter of the nursery provides opportunities to observe trout and children delight when they spot a kingfisher which is a regular visitor along the brook. The nursery is rich in written text, posters depicting positive images of diversity and disability and photographs of children at play. Children learn about their surroundings and the wider world recognising and being valued as individuals.

Teaching is highly effective because planning is tailored to children's interests as staff listen and respond to their ideas. Children are challenged effectively to ensure that they reach the next steps in their learning, which are precisely identified and purposefully incorporated into activities. Staff observe and assess children systematically and maintain meticulous written and photographic records of individual achievements. There are valuable opportunities to share information about learning at home, especially when

parents arrive and collect their children. Learning journey records are accessible at all times and parents add to these with evidence of activities and achievements from home.

Staff work very effectively in partnership with other early years providers to ensure consistency of care and learning. Children are extremely well prepared for the next stage of their learning because staff provide appropriate, tailored support to prepare them for their transitions. Children grow in independence, learning to do things for themselves, express their feelings, use good manners and make decisions about their play. School readiness is a key feature of the nursery and strong relationships are firmly established with schools which children move onto.

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

Security is given high priority with cameras at the entrance area to monitor those who enter. Parents use a digital finger identity code which is eradicated when they leave the nursery. A security gate in front of the entrance door enables the identity and reason for any visitor to be checked before being accepted into the nursery. Parents are vigilant, because they are provided with clear information, not to allow anyone into the nursery as they arrive or leave. Consequently, children's safety is consistently maintained. The nursery is warm and welcoming with pictures, posters, photographs and children's creative work displayed, promoting their sense of belonging and personal identity. Children learn to keep themselves safe as they hold onto bannisters when using the stairs, taking care to walk carefully and wait patiently for those in front. They learn about road safety as they walk to the tennis courts and the procedures to follow when cooking during sessions with the cook. Highly individualised care results from flexible settling periods and valuable information from parents about their child. As a result the relationship with each child, their key person and other members of staff is excellent. Children are settled, happy and confident. Staff encourage children to play cooperatively, learning to consider others, share and take turns. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. Children with English as an additional language are supported exceptionally well. Staff know familiar phrases and build excellent relationships with parents to incorporate traditions, customs and festivals into their planning. Resources, including dual language books, reflect positive images of difference and disability.

Children are supported exceptionally well as they move into new rooms and parents are fully involved to further support their children. Key persons accompany children on visits to their new rooms, providing reassurance as they build confidence and self-esteem in the new surroundings with new children and staff. Extremely detailed progress summaries are completed which precisely identify children's individual needs, stages of their learning and development and identified next steps of learning, so valuable information is shared. This enables new key persons to prepare and incorporate this information into their planning. The frequency of visits is closely monitored and key persons engage in constant discussions to establish when children are ready to make the permanent move. Observations and assessments are carried out by both key persons during visits and as a result, children build excellent relationships with new key persons and their learning and development is successfully maintained enabling children to continue their rapid progress.

Children are extremely well prepared for the next stage of their learning and transitions to school because the nursery have been highly proactive in establishing secure links with any that children are moving onto. Key persons meet with teachers at the school and when they visit children at the nursery. Exceptionally detailed final progress summaries precisely detail where children are in their learning and identify specific information relating to them as individuals. Partnership with parents during this time is highly influential in ensuring that children are exceptionally well prepared for the move to school. As a result, even when children move into school as a single entry, they settle confidently, secure in their surroundings, with excitement and enthusiasm to continue their learning. Staff consistently meet the care needs of each child and respond sensitively to them as individuals. They are exceedingly well supported as they learn to address their personal care needs with a committed approach from staff effectively supporting their developing independence with sensitive adult supervision when necessary.

Children's well-being is addressed extremely well and parents are provided with clear detail about staff practice in policies on safety, illness and accidents. Their good health is maintained because meals are healthy and nutritious and meet specific dietary requirements. Older children develop skills and awareness of portion size as they serve themselves. Food is plentiful and children eat well although are not always adept in their use of knives and forks. The cook is an extremely valued team member, organising weekly cookery sessions where children enthusiastically follow recipes to make and enjoy savoury snacks and cakes. Teaching is highly effective as they follow illustrated instructions to develop concepts of mathematics as they weigh and measure ingredients and learn about cooking processes. Recipes are often requested by parents to continue healthy eating at home and they enjoy sharing foods cooked by children as they proudly take these home. Children are very adept at recognising their own needs. They help themselves to nutritional foods including fresh fruit during monitored snack periods and water, constantly available to quench their thirst as they need.

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

Children's safety is paramount and supported by staff knowledgeable in safeguarding procedures. They know precisely the steps to take should they have concerns about children or those caring for them. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them. Robust recruitment procedures ensure staff meet the requirements of the Statutory framework for the Early Years Foundation Stage because they are qualified and experienced to do so. Staff are fully aware of their responsibilities with regard to supervising the children because they are deployed effectively to maintain extremely safe levels both indoors and outdoors. Monitoring of staff's working practice is addressed through robust induction and appraisals to ensure they remain suitable to work with children and understand their responsibilities. Therefore, children are protected from harm and any issue relating to staff conduct is subsequently addressed.

Comprehensive policies and procedures work highly effectively to ensure exceptional care

meets children's individual needs. Those in charge have high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and staff identify strengths and drive improvement. The manager is inspirational in motivating the dedicated staff team to work towards, and sustain, ambitious targets. High expectations are embedded across all areas and consequently outcomes in children's achievements and well-being are outstanding.

The partnership with parents is robust, ensuring that staff work effectively to meet children's different needs. In discussion with individual parents, they feel they can approach staff at any time. They acknowledge their involvement, speaking exceptionally highly about the committed, professional and caring attributes of the manager and staff.

Learning and development is maintained through effective planning and monitoring of children's progress. Activities based on, and including, children's ideas enable them to make rapid progress and prepare them well for their next steps, whether this be progression through the nursery or as they move into school.

The setting works effectively with others, such as health professionals and specialist workers. Consequently robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in home languages. Links with local schools are established to actively support children as they progress in their education.

The nursery strives for quality through an excellent and systematic inclusive self-evaluation. The views of children, parents and staff serve to accurately identify strengths and continuously drive 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

Unique reference number	EY248193
Local authority	Leicestershire
Inspection number	908123
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	82
Name of provider	Watermead Nurseries Limited
Date of previous inspection	10/09/2008
Telephone number	01509 239205

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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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