

Littlewaves Community Nursery Windwhistle

Nursery Building, Windwhistle Primary School, Kingsley Road, Weston-Super-Mare, BS23 3TZ

Inspection date	04/08/2014
Previous inspection date	15/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Staff are highly skilled, motivated and enthusiastic. They are thoroughly committed to the children, their families and their drive to improve achievement. Exceptional leadership, astute professional development and highly reflective self-evaluation consistently supports the drive for continuous improvement.
- The effective key-person system ensures that children are settled, happy and form secure emotional attachments. The staff promptly identify children's individual needs through highly effective partnership working at all levels. Therefore, the key person meets children's needs exceptionally well in a nurturing environment.
- Meticulous planning and assessment arrangements thoroughly support children to make the best possible progress in their learning from their starting points.
- Staff interact with the children effectively, consistently enriching their opportunities to learn. In particular, staff encourage communication skills exceptionally well using a variety of methods to engage children fully in their learning and to resolve conflicts independently.

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

Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector observed staff's interactions with children.
- The inspector spoke to children, staff, parents and the leadership team at convenient times during the inspection.
- The inspector and deputy manager conducted two joint observations.
- The inspector sampled a range of documentation including children's learning diaries, safeguarding procedures and self-evaluation processes.

Inspector

Rachael Williams

Full report

Information about the setting

Little Waves Community Nursery Windwhistle is situated in the Bourneville area of Weston-super-Mare, in North Somerset. It registered in 2005 and is part of the South Weston Children's Centre. It operates from purpose-built premises in the grounds of Windwhistle Primary School. Children access two playrooms, a kitchen and toilet facilities. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children aged two to eight years may attend. Currently there are 48 children on roll in the early years age range. The nursery is open each weekday from 8.40 am until 3:30 pm, for 47 weeks of the year, closing for a week at Christmas and Easter, two weeks in August and for five training days. The nursery is in receipt of free early education for two- and three-year-old children. The nursery currently supports a number of children with special educational needs and/or disabilities.

The nursery employs 10 members of staff to work directly with the children. The nursery manager and an additional member of staff have Early Years Professional status. All other staff have early years qualifications at level 3 or above. In addition, the nursery employs a catering assistant and administrator.

What the setting needs to do to improve further

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

- further develop the use of language to support children's understanding of mathematical concepts.

Inspection judgements

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

Children thrive in the exceptionally stimulating learning environment where they make excellent progress from their starting points. This is because nurturing staff, who are highly skilled, motivated and enthusiastic, have extensive knowledge of children's needs and learning styles through effective assessment arrangements. Therefore, they plan an enriching and exciting abundance of activities across the education programmes to challenge all children's development. Staff support children consistently with intensive and positive interactions. This helps children gain essential skills for their future learning, especially in promoting their language, communication and social skills effectively. Staff closely monitor children's progress and there is a sharp focus on securing timely intervention and support from other professionals when required. This helps staff target

and support specific groups of children to narrow potential achievement gaps.

Children positively flourish in the individual support staff provide. In particular, each key person has extensive knowledge of children's capabilities and their next steps so that they can challenge their learning effectively. Through their detailed observations and discussions with parents, staff have excellent knowledge of children's interests and consistently follow children's lead in their learning. For example, as children showed an interest in the visual number line staff encouraged them to identify the number names and they modelled counting effectively to support children's understanding.

Staff are very calm and use positive language to help children become aware of appropriate behaviour. For example, when children pulled the pictures off the wall staff redirected children's play and selected toy cars for the children to match to the picture before they encouraged them to place it back on the wall. Children imitated this action and learnt that they can remove the picture as long as they return it after use for others to enjoy. Consequently, staff use every opportunity to help children to achieve.

Through effective teaching children make extremely good progress in their communication and language skills. Staff model language exceptionally well, such as using elongated sentences and reinforcing key words. They consistently talk to the children about what they are doing, question their understanding and introduce new words. For example, staff exclaimed 'good problem solving' and gave an account of how children had recognised that there is not enough room for the dog in the car and how they have moved the figures around to make space. All children make very strong progress in their language skills regardless of their starting points and staff document this very well in children's learning diaries. For example, assessment records show that when children start at the nursery they use non-verbal communication, such as pointing to express their needs and ideas. As children gained confidence they used both pointing and single words, such as saying 'fish' when pointing to the tank, and in some cases linked two words together demonstrating that this consistent modelling of language has had a positive effect on children's learning.

Children thoroughly enjoyed group time where they sat together and joined in tapping out the beat to wake the baby who was asleep in the box. Staff are excellent at adapting their practice to accommodate the needs of the children. For example, noticing that some children were finding it difficult to sit still they introduced two babies so that all children were included and not sat unoccupied for too long. As children passed the baby around the circle they were encouraged to make choices about how to greet her, such as cuddling her or telling her their name. The staff demonstrated very good adult support to encourage children's active involvement, such as elevated language and actions to capture children's attention.

There is an excellent balance between child-initiated play and focused activities to encourage children's learning and involvement. Staff planned an activity highly effectively following children's interests in making play dough. They have excellent understanding of what they want children to learn, concentrating on the process rather than the finished product so it was purposeful for the children. Staff actively supported children to use their senses to feel the different ingredients. Staff questioned the children exceptionally well, modelling language for them to use as they described what they could feel. Staff are

excellent at describing children's movements so they put words to their actions for example, 'you've made a handprint in the flour'. Children are encouraged to take turns as they share the ingredients although, there are some missed opportunities to support children's use of mathematical language. Each child had their own equipment and keenly mixed the ingredients together as they followed instructions well and talked about the changes in the texture, such as 'it's gone very gooey'. Staff evaluated the activity effectively and used their observations efficiently to plan for future learning, such as developing a mud kitchen in the outside area to promote these skills further. Children thoroughly enjoyed manipulating the dough and reminded staff that it was like making bread and demonstrated how they kneaded it. Children used tools competently, such as rollers, knives and cutters. Staff promoted self-help skills effectively. For example, when children accidentally got flour on their faces, staff took the children to the mirror so that they were able to observe for themselves and wash their faces independently. Children demonstrate very good physical skills as they develop confidence in their movements. For example, children filled watering cans transporting the water carefully to water the tomato plants. Children showed genuine curiosity at how the slug had started to eat the tomato even though it was green.

Staff use parents' skills exceptionally well, involving them in their children's learning, such as growing the tomato plants with the children so that they learn how to care for them. This provides children with very good opportunities to learn about healthy eating. Children thoroughly enjoy exploring the outdoor space. They climbed confidently under close supervision by staff. Staff interacted positively with children to help them resolve conflicts independently so that they were able to continue their harmonious play. For example, noticing two children squabbling over a ball a member of staff interacted well, removing the ball and stating that she would hold it until they could decide on a solution. She supported children exceptionally well, providing them with the language to help them to discuss the problem. Children eventually decided that the sand timer would not work and they would prefer to find another ball so that they could resume their play. Children played cooperatively. They established rules and pushed the balls down the slope giggling happily as they chased and retrieved them. Staff challenged children effectively to develop their skills, such as encouraging them to aim the ball so that it went through the tyre.

Parents/carers are actively involved in children's learning from the outset. They provide key information on children's starting points, interests and routines so that the key person can initially plan exciting activities that will help children settle. Parents/carers continue to be involved throughout their children's attendance at the nursery. There are frequent discussions and meetings to ensure that parents are well informed about their children's achievements and their next steps in learning; for example, through the celebration of milestones and the required progress check at two years. Staff consistently provide well thought out activities to support children's continued learning at home. Parents/carers regularly update the key person on children's achievements at home both verbally and on home visits. Children are actively involved in their learning and staff include their comments, ideas and reflections on activities in the learning diaries.

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

Children are cared for in an exceptionally well-organised learning environment, which stimulates their learning. There is an excellent range of high-quality learning resources available at children's level so that they can make independent choices. The effective key-person system ensures that children settle promptly, are happy and form secure emotional attachments. Staff know the children well and provide cuddles and reassurance as children adapt to the change in their routine, such as to visit the snack table. The key person consistently supports children's care needs, such as changing their nappy. Staff routinely encourage children's independence, such as to find their changing bag and to replace clothing after staff have changed their nappy following extremely hygienic practices.

There are familiar routines so that children learn consistent expectations and boundaries. For example, staff help children understand routines using a visual timeline. They talk about what they have done and what they are going to do next. Staff are very respectful of children's play. Children understand that when staff ring the bell they have two minutes to finish their play or store it for later use. Children thrive in the small responsibilities staff give them, such as helping to sweep the pasta from the floor or to place carpet squares on the floor for group time. Children have a very good sense of belonging. For example, at group time staff included all children in the hello song and supported communication effectively using sign language alongside words. Children affirmed their identity and began to learn the names of their friends. Staff support children very well to develop good social skills according to their stage of development so that they can play alongside each other.

Staff are incredibly vigilant and help children learn safe practices. For example, they explained to children that they must walk when carrying the water to the trough so that they did not spill water on the floor and slip. Children listened carefully to instruction and staff promptly wiped up any spillages to avoid accidents. Staff record any accidents occurring at the nursery and share them with parents. The management team monitor them effectively to influence future risk assessments.

There is a strong focus on supporting children's independence skills ready for the next stage in learning. For example, children take it in turns to visit the snack table and fully understand the importance of washing their hands before they eat as they have been playing outside. They were encouraged to take four grapes and two slices of apple to put on their plate at snack time. They used their knives competently to prepare their fruit and talked about healthy foods. They made choices about which drink they would like and poured these independently. When children became frustrated when they could not unwrap their drink straw staff were quick to respond, providing initial support so that children could complete the process successfully.

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

The management, leadership and all staff have an excellent understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children thrive in the nurturing environment, which staff make entirely

safe and secure through rigorous policies and procedures, such as the accurate recording of children's attendance and the effective deployment of staff to meet children's needs. Staff effectively implement comprehensive risk assessments and complete thorough daily checks of all areas used by the children to ensure children's well-being. This includes staff routinely completing regular headcounts and checks of the garden for any children that may be left behind. Close supervision and staff deployment at all times adds to children's safety. All staff have excellent knowledge of child protection issues through ongoing training and regular contact with key agencies. Therefore, they have comprehensive knowledge of the detailed safeguarding policy and procedure to follow if they have a concern about a child in their care or any adults working directly with the children. There are rigorous recruitment and induction arrangements to enable highly skilled and suitable staff and volunteers to work directly with the children.

There is exemplary partnership working at all levels. The excellent relationships with parents stem from initial home visits, which empower parents to be consistently involved in their children's learning and development. All parents spoken to at the inspection cherish their children's time at the nursery and value the positive effect staff have had on their lives. Parents are actively encouraged to share their talents, such as celebrating the moon cake festival and sharing their beading skills. There is excellent partnership working with professionals and other early years settings children attend, especially to support those children with special educational needs and/or disabilities. This is highlighted by exemplary documentation of all communication with those adults concerned with the child to ensure continuity in children's care, learning and development.

Staff have exceptional knowledge of the learning and development requirements of the Early Years Foundation Stage. They successfully use this knowledge to plan stimulating activities across the education programmes that challenge children's development in all areas of their learning. Rigorous assessment arrangements ensure that staff have an accurate understanding of children's next steps. There are highly effective systems in place to monitor and analyse planning and assessment arrangements extensively. For example, a recent audit of children's attainment identified a slight decrease in children's mathematical attainment. Therefore, this has been a key focus of recent in-house training. This ensures children make the best possible progress in their learning from their starting points.

Leadership and management of the nursery are inspirational. There is highly reflective practice across the staff team and all are consistently involved in evaluating the provision accurately. There is a highly focused action plan to drive continuous improvement that clearly identifies areas for development to improve children's achievements. For example, an evaluation of how children use the garden has suggested the need for improvement, such as adding a sound garden, a sunken sand pit and new flooring for all year round use. There is an astute and targeted programme for professional development. Staff are incredibly motivated and highly skilled working exceptionally well as a team to drive consistently outstanding practice. Staff are proactive in accessing relevant training and visiting other nurseries to enhance their practice. The management team use supervision and peer observations exceptionally well to instil the pursuit of excellence and to evaluate the effect and impact of staff's practice.

The Childcare Register

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY332399
Local authority	North Somerset
Inspection number	983822
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	48
Name of provider	North Somerset Council
Date of previous inspection	15/10/2008
Telephone number	01934 427450

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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