

# Wyvern Nursery @ Frome Community College

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



<b>Inspection date</b>	31 May 2018
Previous inspection date	13 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The management team supports staff exceptionally well to continually evaluate their practice and make excellent improvements. For example, staff have identified how using positive language significantly inspires children to 'have a go' and learn more effectively.
- Children respond extremely positively to the calm, friendly and reassuring approach staff provide. Children settle easily and gain a very strong sense of emotional security.
- Staff make highly effective use of inspirational activities to help children make excellent progress. For instance, children watch the nursery stick insects crawl across their arms with fascination. They see the female insect has laid eggs and learn about their life cycle.
- Children behave extremely well. Staff are highly successful at helping children clearly understand how to negotiate and solve problems in exceptionally cooperative ways. For example, children know they can 'take a vote' to decide any actions that affect them as a group, such as to choose which puppet to use for their circle time.
- Parents speak exceptionally well of staff and say they provide very sensitive support for children to help settle them in successfully. Staff proactively promote parents' involvement in children's learning. For instance, they organise very informative meetings for parents, such as to learn more about getting their children ready for school.

## What the setting needs to do to improve further

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

- continue to monitor children's access and use of the garden play areas to enhance the already excellent learning opportunities even further for those who learn best outdoors.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors and discussed their progress with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including insurance, staff qualification and first-aid certificates and children's child profile folders.
- The inspector took into account the spoken views of parents.
- The inspector undertook a joint observation of an activity with the manager and discussed children's learning and development.
- The inspector met with the provider and manager and discussed procedures, such as self-evaluation and how this supports them to make ongoing improvements.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The management team provides highly effective support for staff to ensure they have an extremely good understanding of safeguarding and their responsibilities to protect children's welfare. The management team takes an exceedingly proactive approach to promoting staff's ongoing professional development. For example, staff have completed training which significantly raised their awareness of ways to encourage children's communication and social skills even more effectively. Management monitors the achievements of individual and groups of children very well and accurately identifies how best to support their learning further. However, management has not fully considered monitoring children's access and use of the garden play area to support those who learn best outdoors even more effectively. Staff proactively initiate liaison with other professionals to share information and provide consistency for children's learning.

### Quality of teaching, learning and assessment is outstanding

Staff plan extremely exciting activities that motivate children's understanding of the world significantly well. For example, children help to make an indoor 'zip wire' using string, chairs and toilet rolls. They are fascinated to learn that young stick insects will shed their skins and they know snakes also do this. Staff skilfully follow this interest, such as to use mathematical language. For instance, children find a tape measure and compare the length of snakes, such as a smooth or grass snake, and discuss which is the biggest or smallest. Staff help children gain excellent strength and control with their hands to help their early writing skills. For example, older children form very recognisable shapes and letters, such as those in their names. Younger children become engrossed using small pipettes to squeeze and squirt food colouring into pots and mix colours. They squeal with delight as they see the colours change and excitedly say, 'it's made orange'.

### Personal development, behaviour and welfare are outstanding

Staff promote children's good health and physical well-being exceptionally well. They continue to research how to support these even more effectively, such as through daily routines. For example, children sometimes stand for tabletop activities to gain good core strength and balance. All children join in enthusiastically with the daily 'wiggle and jiggle' activity and happily run round the outdoor area with their friends or follow an obstacle course. They are very knowledgeable about the effects of exercise on their bodies and say 'our hearts are beating faster now' or 'we make our muscles big and strong'.

### Outcomes for children are outstanding

Children gain extremely good communication and critical-thinking skills to help with their move to school. They develop very good early mathematical skills. For example, older children confidently use vocabulary such as 'estimate' or 'predict' in context. Younger children begin to count in sequence and recognise some familiar numbers, such as their age. All children make marks on a tally sheet to show how their 'vote' counts. Children are very highly motivated to learn through continual investigation and exploration in play.

## Setting details

<b>Unique reference number</b>	EY456113
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1075447
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Wyvern Nursery Limited
<b>Registered person unique reference number</b>	RP903107
<b>Date of previous inspection</b>	13 May 2013
<b>Telephone number</b>	01373453838

Wyvern Nursery @ Frome Community College re-registered under the current management in 2012. It is one of six nurseries managed by Wyvern Nursery Ltd and operates from premises within Frome Community College grounds. The nursery opens Monday to Friday from 8am until 6pm for 50 weeks a year, closing for a week at Easter and Christmas. The nursery receives funding to provide free early years education for children aged two, three and four years old. There are eight staff employed, of whom, one holds an early years qualification at level 4, five hold early years qualifications at level 3 and two hold early years qualifications at level 2.

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