

Wind In The Willows Childcare Ltd (Canal Street)

Canal Street, NEWTON-LE-WILLOWS, Merseyside, WA12 9XD

Inspection date	04/12/2013
Previous inspection date	24/10/2012

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

- Children's welfare and development is well supported through the effective partnership working with parents.
- Teaching is good because staff have a good knowledge and understanding of how young children learn. This means they plan a range of activities that help children to make good progress in their learning and development.
- Babies and children's emotional well-being is well promoted. They have developed strong bonds with their key person who helps them to feel safe and secure in the nursery.
- Children's safety is well supported through the comprehensive and consistently applied risk assessments. Staff ratios and good deployment ensures children are cared for in a safe and secure environment.

It is not yet outstanding because

- Opportunities for babies to learn outdoors are not as good as the opportunities they experience indoors, this means the learning styles of some children are not promoted to the optimum.

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 looked at a range of documentation. This included risk assessments for a range of activities and routines. It also included policies and procedures and the recruitment and induction process.
- The inspector had a meeting with the manager, she also spoke with the staff at various times throughout the inspection.
- The inspector looked round the nursery at the different play areas as well as the outside environment.
- The inspector looked at children's learning records, spoke with their key person and observed interactions with staff and children. The inspector also carried out a joint observation with the manager.

Inspector

Sandra Harwood

Full report

Information about the setting

Wind in the Willows Childcare Ltd (Canal Street) was registered in 2012 and is on the Early Years Register. It is situated in purpose built premises in Newton Le Willows, Merseyside and is one of eight nurseries managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from four play areas and there is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 through to level 6. The provider holds Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance opportunities for babies to learn outdoors by creating a safe space for them to explore and use age-appropriate resources.

Inspection judgements

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

Staff greet children and their parents warmly as they arrive and children quickly join in with the good range of activities and resources that are on offer. The quality of teaching is good because staff have a good knowledge of how young children learn. As a result, they are able to organise and plan an environment that is overall challenging and interesting and supports all children's learning and developmental needs. Children are confident in their nursery environment because staff provide them with effective levels of interaction, both in planned and free play activities. The information gathered from parents as their children start the nursery and careful observations of children's play means they know the children well. On-going information about children's development is shared with parents verbally or through parents' evenings and regular input into their children's learning records. This gives parent's information about children's learning so they are able to support children to continue their learning at home. Regular monitoring and evaluation of activities and experiences on offer enable staff to ensure individual needs are met. For example, staff regularly assess planned activities and review their suitability in terms of enabling all children to progress in their learning. 'Wow' moments from home and observations are used effectively to inform planning and identify next steps for individual children and track their progress. This information is also used to inform the required

progress check at age two and is shared with parents.

Babies access their own resources independently indoors. There is space to practise their developing physical skills as they crawl around or use the low level furniture to pull themselves up as they begin to stand and walk. The range of resources offers them the opportunity to explore using their senses, for example, they feel and taste wooden objects. Musical instruments are another favourite as they confidently hold the tambourines and shake and move, with staff supporting them through running commentaries and joining in and smiling when staff sing to them. Comfy piles of cushions in the tent are a safe place to practise new climbing skills or sit as staff chat to them. However, these good opportunities are not transferred outside as there is scope to improve the area for them to explore or access resources independently, suitable for their age or ability. This means that all babies learning styles are not promoted to the optimum.

Continuous access to a range of quality resources engages children in their learning. Children can freely use the malleable area or become creative with the paints. Younger children enjoy filling and emptying the metal colanders with a range of wooden bricks. They self-talk as they concentrate and place the tractor in and out of the farm building, placing it on top then informing visitors that it is down when it is placed on the carpet. This shows a growing understanding of mathematical language. This learning is transferred outside as children develop their physical and spatial awareness skills. For example, they play with hoops, use bats and balls or ride the variety of wheeled toys as they negotiate their environment with growing coordination and control. Some older children organise themselves into teams 'you can be in the red team', demonstrating how they make links with other areas of their life. Others use their imagination as they use the kitchen in the outdoor role play and they work together to make a cake. Staff use opportunities to develop children's thinking as they ask 'what's in the cake broccoli?' Children show their understanding of the wider world as they inform her that it has to be put in the oven. Their understanding of time is supported as a child takes it out of the oven quickly, she talks about it being ready in a short time, 'no it's not ready' says another child who puts it back in the oven to finish cooking.

Children play happily and older children initiate conversations and involve other children and adults in their play. Communication and language is given a priority with the nursery. The environment introduces the children to a range of print, which helps their understanding of how it carries meaning as it is intermingled with their own work. Staff provide children across the age ranges with opportunities to make marks and practise their emergent writing skills. For example, young children, who enjoy shopping as they put a range of resources in their bags, are encouraged to write a shopping list with the available pens and paper. Older children practise their writing skills independently and post their letters. In groups they learn their letters and sounds with the magic pencil. This prepares them for their eventual move to school. Staff encourage children's curiosity and reinforce their learning through questioning, repetition and well-planned activities. Older children sit and listen well at group time. Staff encourage them to put forward their ideas or join in with the stories. They learn about the wider world through celebration days as they try food, learn about the language as they copy words or look at a range of books in different languages and compare the writing. Staff confidently weave counting into everyday activities, such as, when lining up. This impacts positively on children's learning

as they can be heard using this skill in their play.

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

Children's individual needs are known because an effective key person system is in place and staff work closely with parents and children to ensure a secure relationship. Children and babies show they feel safe and secure in the nursery as they happily explore their environment, make their needs known and seek the reassurance or support from their key person. Relationships with other staff members also strengthen children's personal and emotional development. Staff show close respectful relationships with babies as they skilfully and sensitively support them in their early development. Transitions effectively support babies and all children as they work closely with their new key person, parents and visits to the new play area enables them to feel secure and happy at this time. This continues as children prepare for school through visits from their new school teacher and the exchange of information.

Children's independence is promoted through many of the daily routines, for example, the older children self-serve at lunchtime and all children are encouraged to put their own coats or shoes on as they prepare to go outside. The environment and well-labelled boxes enable the children to choose the resource they wish to play with and assists them to help staff tidy up at appropriate times, further developing their independence and cooperation skills. Children have positive attitudes towards one another and are confident and self-assured. They play well together, learning to share and take turns and they negotiate this with confidence. They show genuine concern and care for one another and benefit from the good example set by the staff. For example, unprompted they pass the jug around at lunch time to make sure their friends all have the opportunity to have a drink. Children's behaviour is good because they know what is acceptable and staff consistently implement the behaviour policy by using positive praise and encouragement.

Children's health and safety is consistently nurtured because staff have a good knowledge of its importance and share this with the children. Snacks and meals provided are healthy and children enjoy a good balance of foods. Staff use snack and meal times as opportunities to extend children's learning about healthy lifestyles by discussing what they are eating, or as they help staff by giving out the cutlery and as they self-serve. Children and babies have continuous access to their own labelled water bottles, which further supports their health and develops their understanding of their own needs. Children learn to keep themselves safe in a welcoming nursery where they are able to move freely around the learning environment. Staff are vigilant about children's safety and ensure this by the effective implementation of a range of detailed risk assessments. Detailed health and safety policies and procedures across the nursery further support this. The older children show their developing understanding as they have developed their own rules to follow to ensure their own and others safety. Children regularly access the outdoor area and learn about the importance of physical exercise as they use the equipment. Children's individual dietary requirements are known by all staff and are displayed in each room to ensure shared knowledge and implementation. Staff who work with the babies follow their

well-established routines from home, for example, sleep times.

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

Children are well protected because staff have a good understanding of child protection issues, recognise their roles and responsibilities and know how to implement procedures. Children's safety and protection is further assured because staff are also secure about the procedure to follow with regards to concerns about adult behaviour. The manager has attended safer recruitment training, this means that robust systems are in place to ensure the safe recruitment and ongoing suitability of staff. A rigorous induction for any new staff ensures they understand their roles and responsibilities. Robust, detailed risk assessments for both the environment and activities, which include the serving of hot meals, are implemented continuously and effectively support children's welfare. Staff and children's registers ensure that ratios are continuously met. The effective deployment of staff ensures that children's supervision is ensured at all times. This involves staff communicating well to make sure they all know what is happening and ensure children's safety.

The manager monitors the planning and assessments of all children, this ensures that staff display an accurate understanding of children's interests, skills and progress. Staff observe the various areas within the nursery to identify areas that are well used or those that require change to engage children in all areas of independent learning. Regular observations of staff practice and developmental feedback are consistent and enable training needs to be identified. Regular staff supervision, team meetings and evaluations of practice means that the manager has an accurate view of the quality of teaching and how to support staff to develop their knowledge. Training opportunities and ongoing development for staff ensure that children benefit from a staff team that is confident and up-to-date with knowledge. For example, many staff are undertaking higher qualifications. A range of evaluation tools are used and include feedback from parents and the local authority to effectively identify areas for improvement. Action plans are devised and acted upon, which demonstrates the manager's commitment to improving the quality of service.

Partnerships are well established. Communication takes place between providers and external agencies supporting individual children on a regular basis to ensure information is shared and promote children's well-being and learning. Positive relationships with parents are well established, ensuring each child's needs are met. The manager recognises the importance of these partnerships and continually strives to find new ways to encourage parent involvement. For example, play and stay sessions or story bags to share with the children at home. Written feedback is positive as it indicates that parents are happy with the nursery and that the children enjoy their time in the nursery.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY447144
Local authority	St. Helens
Inspection number	945819
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	57
Name of provider	Wind In The Willows Childcare Limited
Date of previous inspection	24/10/2012
Telephone number	01925225896

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

