

# Wind In The Willows Childcare (Cross Lane)

45 Cross Lane, NEWTON-LE-WILLOWS, Merseyside, WA12 9PT

<b>Inspection date</b>	02/11/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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**

- The setting is attractively organised with an excellent range of toys and resources that extend the children's independent play indoors and outside. This effective organisation is actively supporting and enhancing children's all-round development. First-class adult interactions promote children's critical thinking and active learning in fun and exciting ways.
- Planning is simple but very effective. Children are invited to contribute their ideas weekly and staff use this information effectively to enhance their learning across all seven areas of learning.
- The owner's commitment to providing quality childcare is reflected in the staff's enthusiasm to share the vision and aspirations for the setting and the children.
- Children's care needs are exceptionally well met through the effective partnerships between schools, parents and other external agencies.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three main playrooms and the outside learning environment.
- The inspector held meetings with the owner and the manager of the provision. He held discussions with the members of staff present during the inspection.  
During the inspection, the inspector looked at children's planning records, regulatory documentation regarding adults' qualifications and suitability, children's details and the provider's self-evaluation document. He also looked at risk assessments and other safety documentation, including procedures relating to the upkeep and maintenance of the premises.
- The inspector sought the views of adults, including parents who called to collect children on the day.

## Inspector

Frank Kelly

## Full Report

### Information about the setting

Wind in the Willows Childcare Ltd (Cross Lane) is one of seven settings registered in 2012 as a limited company. It operates from the ground floor of a detached property in Newton-le-Willows. Children are cared for in three rooms on the ground floor. There is an enclosed outdoor play area.

The club is open each weekday from 7.30am until 9am and from 3pm to 6pm during term time. During the school holidays, the club is open from 7.30am to 6pm. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 43 children on roll, of which 17 are in the early years age range. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Including the owner, the club employs four members of childcare staff. Of these, all hold an appropriate early years qualification, and the manager holds a level 4 qualification. The owner has achieved Early Years Practitioner Status and is currently working towards a Master of Education degree. The club receives support from the local authority.

The company has achieved Investors in People Status with an enhanced Bronze award.

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

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

- enhance the variety and availability of the types of information and communication technology equipment available to the children, with opportunities to explore the ways that the equipment works and to use it to solve problems, for example by using a camera to sequence events inside and outside the setting.

### 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 by simple but extremely effective systems. They are based on the need for children to have free choices and good quality

play experiences after a long day at school. Children are greeted warmly and with enthusiasm by staff at this setting. The playrooms are very well organised and provide an excellent range of play materials and experiences that promote opportunities for children to explore all seven areas of learning. Cosy den-style reading areas allow children to retreat for quiet times, and the messy and creative area allows them to explore ideas through their representations with glue, glitter and sequins. Children extend their writing and mark-making outdoors, and they use torches and magnifying glasses to hunt for insects as dusk sets in. Musical instruments, such as a keyboard and guitar, are freely accessible, should they capture their interests.

Children have access to a wide variety of activities and resources that allow them to enjoy their play, and staff provide sensitive support to build their skills and learning. For instance, three- and four-year-old children, with the support of a member of staff, take it in turns to build a marble-run tower. They contribute ideas about what they need next to keep their tower stable, while taking turns and solving problems. Staff skilfully introduce opportunities for children to explore space and shape as they encourage the children to measure their tower against another model they had made previously from recycled materials. They invite children to predict and test their ideas as to which will be the taller and how to improve stability.

Teaching is rooted in a very good knowledge of how children learn through their play. First-class systems for planning the after-school care capture each and every child's current interests. This thoughtful and often imaginative planning and organisation ensure that children's learning continues to be promoted across all seven areas of learning. The role-play area is linked to seasonal themes or to support children's life events. For example, staff create a hospital to help children prepare for an imminent operation. Not only does this allow children to explore unfamiliar experiences and allay some fears, but through their play, allows them to explore aspects of numeracy and writing for a purpose. They wear disposable gloves and check teddy's chest with the stethoscope. They bandage heads and arms and record their findings by making marks on the patient's notes.

A good range of technology is available to the children and they seek and use what is freely available to them, for example the computer and compact disc player. The setting has digital cameras that staff use with the children, and on occasions, print their pictures using the office printer. However, the staff have not fully explored additional ways to enhance the use of technology equipment for example by taking and printing pictures on route to familiar destinations, such as school or the local park and then encouraging the children to sequence them. The staff are very receptive to such ideas and eager to embrace new ideas. They demonstrate their informed knowledge of the areas of learning as they confidently discuss how they can develop these types of activities further by including opportunities to include writing and team working.

Books to look at, songs sung and stories read by staff support the children's language and communication. The older children's play enhances the younger children's growing vocabulary. They talk about and use new words, such as microbes when discussing their presence in the compost in the garden. Key persons meet with the children on a weekly basis and each child is invited to share an idea of an activity they wish to be able to do, one for indoors and one for outside. The staff use these ideas to plan and enhance the

resources and adult-led activities. Consequently, children have rich and imaginative play experiences, which promote purposeful play after their day at school. Their learning from school is complemented efficiently in this lively and vibrant learning environment. Systems for sharing information with school staff have been securely embedded, so staff have a secure awareness of the children's current learning while in school. The staff's enthusiasm and caring attitude ensure that children are motivated and secure to explore and play.

Posters with welcome messages in a variety of scripts and languages are displayed throughout the setting, and toys and books reflect the diversity of today's society, which promotes an inclusive and welcoming environment for all. This is enhanced further as staff ensure children from bilingual homes are fully represented and included, for example, through signs in languages other than English. Seasonal events and special celebrations provide fun, creative activities and opportunities for children to explore their own beliefs and those of other people. For example, they create a dragon for Chinese New Year. Children have the opportunity to try and master chop sticks as they eat noodles for their snack.

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

Excellent systems for engaging parents and supporting the transitions into the club and school are in place. Key persons provide an induction day for the children and parents during which the children's needs and parents' wishes are identified and shared. Staff know the children extremely well, and their friendly and caring attitudes have enabled the rapid development of very secure relationships between the children and the staff. Thoughtful organisation by the staff actively contributes to the children's comfort and well-being. For example, each child has a pair of slippers in case their feet get wet on the way from school to the setting. Projects about healthy eating and healthy snacks, such as ham wraps, vegetable batons and fruit, along with access to water, promote the children's understanding of adopting healthy lifestyles.

The staff are adept at overcoming problems, such as the limitations for vigorous exercise due to the restricted space in the outdoor area. To compensate for this, where practical, children visit the local park for games of rounders, or during the holiday playscheme, they visit the bowling alley or skate park. The staff use a wide range of local services to support the children's understanding of promoting their own safety. For example, children wear high-visibility vests and they talk about road safety on the way to school. They enjoy visits from the fire officers and visits to the local fire station to learn about safety. The community support officers visit the setting to provide opportunities for children to talk about and understand 'stranger danger'.

Children show increasingly high levels of self-control during activities. They share well and take turns patiently when using equipment such as the computer. This is because staff provide children with polite and courteous role models. Acceptable ground rules have been established within the setting and children are confident and at ease to express their wishes and needs, for example, when to have snack and what to play with. Staff are sensitive when responding to children's suggestions that may not be practical, such as when they ask about a possible water fight. Staff do not dismiss their ideas but ask them

to consider the temperature outside and the impact on the other children. Fund-raising for charitable events such as 'Children in Need' foster the children's early citizenship. Daily verbal exchanges between staff and parents provide a useful way for exchanging significant changes to the child's needs or raising awareness of current interests or events that have happened outside of the setting. The owners and staff ensure that children with special educational needs and/or disabilities are exceptionally well supported by following the local guidelines and working closely with parents and other services. This ensures that the appropriate support is in place for children given their individual needs and starting points.

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

The setting is exceedingly well organised and effective in promoting the children's safety and well-being. The owners have ensured that the welfare requirements are fully met and that the manager and staff fully understand their roles and responsibilities. Arrangements for safeguarding children are robust and are underpinned by effective recruitment and selection procedures. All staff are fully vetted and the setting is kept secure. A focused and ongoing induction procedure ensures that staff are fully familiar with the procedures to follow should they have a concern about a child's safety or well-being. Consequently, managers and staff alike are confident in explaining the procedures to follow and the possible indicators of child abuse or neglect. Additional policies for the use of mobile phones and the procedures to follow for whistleblowing are in place and fully understood.

Safety within the premises is implemented with consistency as staff follow the risk assessment guidance as they check the premises each time children are due to arrive. The transfers to and from school are well-thought-out, with a member of staff remaining at the setting to coordinate any action should an emergency arise. Staff have first-aid training, and the setting has a regular system for the auditing of any accident records to ensure that there is no common or re-occurring factor. The owners ensure that the electrical equipment and fire detection systems are serviced annually as required, and the manager checks the detection system weekly. Children practise the evacuation procedure regularly so that they gain a practical understanding of what to do in an emergency.

The systems for monitoring the learning programme are effectively implemented, and staff are well supported through regular supervision and support to undertake training, which builds and enhances their skills. The owner is committed to the quality and improvement of the provision. Self-evaluation is accurate and based on regular review and consultation with the staff, parents and children. The owner is currently undertaking a postgraduate training programme, which she is using to reflect and focus on areas for improvement. Her enthusiasm and vision is evident in the staff team's attitudes and eagerness to communicate the quality service they provide for the children. Staff work efficiently, and children respond to their calm and efficient approach. Consequently, children benefit greatly; they are happy, secure and safe in this pleasant and relaxed environment. Parents are engaged in a variety of ways, including daily discussion, notices and links to the setting with update photographs of the children and current news on the website. Effective systems for supporting parents and children when they leave the organisation's

nursery provision and join the school and the out-of-school club are highly valued by parents. The setting has secured good relationships with the local schools and has plans for extending this further to improve the overall care for children.

### The Childcare Register

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

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

### 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. 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>	EY447155
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	796494
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Wind In The Willows Childcare Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01925221445

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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 that are



usually their 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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