

Wind In The Willows Childcare (Earle Street)

Deacon Trading Estate, Earle Street, NEWTON-LE-WILLOWS, Merseyside, WA12 9XD

Inspection date	04/12/2013
Previous inspection date	07/11/2012

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

- Very good teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are very well prepared for their next stage in learning.
- Leadership is very good. Robust systems are in place to recruit and supervise staff. This means that children are kept safe and make good progress in their learning, relative to their starting points.
- Children are motivated to join in all activities because staff consistently demonstrate an enthusiasm for learning.
- Strong, respectful partnerships with parents and other professionals means that children's individual needs are very well met.

It is not yet outstanding because

- There is scope to enhance the outdoor play area for the youngest children, through the use of more natural resources, to provide further support for learning opportunities outdoors for babies.

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 checked a range of documentation, including risk assessments, policies and procedures, including those for safeguarding and the recruitment of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector spoke with the nursery manager, the registered provider, individual staff and children at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers and other professionals spoken to on the day and from written comments.

Inspector

Lynnette Kobus

Full report

Information about the setting

Wind in the Willows Childcare (Earle Street) is one of eight settings run by Wind In The Willows Childcare Limited and was registered in 2012 and is registered on the Early Years Register. It operates from seven rooms in converted premises in Newton Le Willows. The nursery serves the local and wider area. All children share access to two enclosed play areas, one adjacent to the building and the other at the Wind in the Willows Nursery (Canal Street) across the car park.

The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate qualifications at levels 2, 3 and 4. The nursery opens Monday to Friday, all the year round. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. There are currently 60 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children for whom English is an additional language and children who have 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:

- enhance the outdoor play area for the youngest children, through the use of more natural resources, to further extend learning opportunities outdoors for babies.

Inspection judgements

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

The quality of teaching is good because all staff have high expectations of all children in the nursery. They use information gained from their observations and assessments of children to plan a good range of challenging activities across the seven areas of learning. Staff ensure that children are effectively supported well so that they are prepared for the next stage in their learning and development, such as, moving on to school. They are helped to develop the necessary skills, which help them embrace new experiences with confidence. For example, pre-school children put their names and self-register, with younger children recognising their photographs and older children reading their own names. Children are interested and keen learners and particularly enjoy a wealth of resources to support creative development through painting, designing and role play. Involvement in the 'Every Child a Talker' programme has enhanced staff knowledge of supporting children's communication and language development. As a consequence, throughout the nursery children's language and communication is well-promoted as staff regularly talk to children about what they are doing, promoting language and developing

critical-thinking skills, enabling them to make good progress in their learning.

A range of resources to support children who have special educational needs and/or disabilities or those who have English as an additional language ensures that all children's language and communication needs are met. Older children read and write as appropriate for their stage of development. They particularly enjoy making their own story books, supported by staff who understand very well the need to follow the children's interests. For example, the children have developed their own story sack based around their interest in dinosaurs. Consequently, children are highly motivated to learn, which means that they consistently display the characteristics of effective learning.

Staff enthusiastically plan learning using the information gathered from parents on entry to the nursery. Every child has an individual profile and a record of learning that identifies children's learning and progress. Parents spoken to on the day of the inspection and written comments from parents say that they receive high quality information from the manager and staff and have a range of opportunities to contribute towards their children's learning. For example, through 'Take home Teddy' and 'Chatter boxes', which are resources that focus on learning at home. As a result, excellent partnerships with parents are actively contributing to children's learning and progression.

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

Staff support children to feel secure and comfortable with routines and close relationships with their key person. They fully engage in their activities and experience varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children getting ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Parents contribute to their child's learning through the 'learning journeys', the communication books and staff plan activities based on information from parents. As a result, positive relationships are actively contributing to children's learning and progression. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that all children form positive and trusting relationships. Children settle well because staff find out good information from parents about their child to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at meal times, staff help children to serve their own meals and choose from a healthy varied menu. Children enjoy the meals and eat competently, using appropriate cutlery. Staff act as good role models, helping children to learn how to be healthy, such as, washing their hands before lunch and positively promoting healthy foods. Children are able to manage their own self-care appropriate for their age because all staff provide good guidance and give them time to complete tasks. Furthermore, staff have supported children in devising their own risk assessments, which means that children are developing a very good understanding of how to keep themselves and others safe. This ethos is consistent throughout the nursery,

resulting in good progress in personal social and emotional development for all children, appropriate for their stage of development.

The learning environment generally promotes learning very well because of the wealth of resources and calm atmosphere. Children benefit from working in small groups with their key person during 'island time', which creates further opportunities for individual interests and needs to be met in a secure, communication-friendly environment. Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. However, there is scope to enhance the outdoor play area for the youngest children, through the use of more natural resources, to provide further learning opportunities outdoors for babies. The garden is secure and organised to make sure children can play safely.

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

Safeguarding procedures are very robust. All staff prioritise children's safety and have a very good awareness of safeguarding issues. Managers ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children, which means ratios are met at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out and these are shared with parents, including the complaints procedure. Extensive risk assessments for all areas of the building, including children serving themselves at lunch times, ensure that children's safety remains paramount. Very robust recruitment and supervision of staff ensures that all adults working with children are suitable to do so.

Leadership is very good and focused improvement plans are in place to secure continuous improvement. The manager has implemented a training analysis system, focussing on the impact of training on children's learning and development. She effectively monitors staff performance through supervision and appraisals. This ensures that children's learning and development needs are well met. Deployment of staff is good and children are constantly supervised to protect their health and safety. Very good partnerships between parents, external agencies and other providers are evident and well established. The nursery work closely with teachers and the local early years team to help children be prepared for their next stage in learning and development.

Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Individual planning for children's development is shared with other parents and appropriate professionals, such as, speech and language therapists if required. As a result, there is consistent, secure support for children with any

identified needs and therefore, all children's needs are very well 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	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	EY447152
Local authority	St. Helens
Inspection number	945820
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	60
Name of provider	Wind In The Willows Childcare Limited
Date of previous inspection	07/11/2012
Telephone number	01925223445

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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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