

Wind In The Willows Childcare (Pewfall)

264 Liverpool Road,, Haydock, ST. HELENS, Merseyside, WA11 9RZ

Inspection date	31/10/2012
Previous inspection date	Not Applicable

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

- The nursery benefits from effective teaching as staff make the most of opportunities to promote children's learning through play, discussions and group activities. This results in children becoming active learners.
- Children's safety and welfare is very well considered. Staff take effective steps to ensure children play in a safe, secure environment. Staff have a clear understanding of their responsibilities in relation to child protection and to keeping children safe.
- Staff constantly work to refine their practice, in order to enhance outcomes for children. Parent's and children's views are taken into account during evaluation. The capacity for continuous improvement is effective due to staff's continuing professional development.
- Children's personal, social and emotional development is exceptionally good. They are extremely happy and secure as they share strong relationships with staff and enjoy rich experiences in the nursery.

It is not yet outstanding because

- Systems to find out about children's starting points in relation to their learning and development are not yet explored with all parents.
- There is scope to improve opportunities for older children to access large apparatus to

develop their climbing skills.

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.

Inspection activities

- The inspector observed activities in the two main playrooms and the outside learning environment.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the setting's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.
- The inspector spoke to staff, the manager and the deputy manager at appropriate times throughout the observations.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

Wind In The Willows Childcare (Pewfall) is one of seven settings run by Wind In The Willows Childcare Ltd and was first registered in 2000 and registered again in 2012. It operates from two playrooms in a single-storey premises. Access is via a ramp to the front

door. The nursery serves a wide catchment area. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round, with the exception of Bank Holidays. It is open from 7.45am until 6pm and children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 47 children attending. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 10 members of childcare staff, including the manager, of these, six hold appropriate early years qualifications. The provider has Early Years Professional Status and one member of staff has Qualified Teacher Status. Additional staff are employed for food preparation and general maintenance. The company has achieved Investors in People Status with an enhanced Bronze award. The nursery receives support from a local authority.

What the setting needs to do to improve further

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

- consolidate children's learning by providing more challenge activities in the outdoor area, such as large climbing apparatus
- develop procedures to gather children's starting points from all parents, to complement learning in the nursery.

Inspection judgements

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

The staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Children benefit from a good range of activities that staff carefully plan to motivate their interest and involvement. Staff carry out observations of the children to identify their progress and their next steps in learning. Children's progress in the prime areas of learning ensures that they are ready for their next step in learning. Their individual progress is closely monitored by referring to 'Development Matters,' which helps them to quickly identify any gaps in learning. Key persons plan, record and identify individual next steps for each child, this is followed by comprehensive observations to monitor their progress. This confirms that all children are achieving well within the typical range of development expected for their ages and are progressing towards the early learning goals. Staff are very well supported by the manager and the enthusiastic deputy who are on-hand to provide guidance as necessary. Children's progress in the prime areas

of learning of personal social and emotional, communication and language and physical development ensure that they have the key skills needed in readiness for their school life.

Staff caring for the toddlers and babies focuses on the prime areas of learning. They are spontaneous and lively in their approach. They sing and talk constantly during their routines, which helps them to develop good language skills. Staff are involved in their play and ask good questions that make them think. When a toddler pats their doll, staff ask, 'whose baby is it?' The toddler takes pleasure in saying, 'my baby'. Babies and toddlers enjoy abundant sensory experiences. They play with treasure baskets and take pleasure from smelling and feeling the textures of the pumpkin as they scoop the seeds and flesh from it.

Children are developing an interest in books. They happily sit in the book corner looking at them with staff. They take pleasure from circle time and eagerly say 'good morning everybody'. Children's language skills are exceptionally well supported by staff as they have opportunities to learn new words. For example, when staff ask what the cake mixture looks like, older children said it was 'sloppy'. There are abundant opportunities for children to develop their numeracy and problem solving skills. There are numbers displayed in all areas and staff do make the most of opportunities to encourage children to count. Children singing number songs, counting the cake cases and measuring ingredients. All staff's practice demonstrates a very good understanding of how children learn.

Children initiate their own learning competently as they make choices from the wide range of resources and activities. Staff create a learning environment, which is stimulating and vibrant with displays of children's work, reflecting the wonderful range of opportunities within the nursery. Children thoroughly enjoy creative experiences and use their imaginations well, as they come dressed-up as 'ghosts' and 'witches' for their 'Halloween party'. They thoroughly enjoy the experience and learn to socialise, share toys and be kind to each other.

Parents are involved in their child's learning, for example, they bring items for the interest table. The nursery gathers detailed information from them about children. However, not all children's learning and development starting points are obtained. This means that, at times, staff cannot accurately plan for children's future learning. Parents welcome the opportunity to meet with staff at parents' evenings where they look at their child's progress records.

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

Children benefit from a highly effective key person system. Babies' individual needs are met by nurturing staff, who work tirelessly to make sure new babies feel secure. For example, a teddy with their home smell helps settle and reassure babies. All children show an extremely strong sense of security and belonging within the nursery. Children are closely supervised by the staff, who are extremely attentive to them. For example, they sit on the floor with the babies and toddlers and make regular checks on sleeping children. When staff offer specific activities, the children eagerly join in because they thoroughly

enjoy their positive and genuine interaction with them. Consequently, learning can be facilitated due to strong emotional security.

Children are extremely confident and self-assured as a result of highly skilled key person practice and procedures. Their behaviour is excellent and they show exemplary self-control, such as when staff ask them to be careful during dancing as not to hurt others. Children learn to be considerate of others, helpful and kind. For example, they reassure their friends when they become apprehensive about the 'Halloween' party. Children use simple tools, implements and toys safely and can talk about how to keep themselves safe in an age-appropriate manner. Visits from local emergency services help children to learn about safety issues and develop children's future independence skills. Road safety activities and regular fire drills consolidate their understanding of staying safe.

Children develop an exceptional understanding of the importance of healthy living. They help plant vegetables and fruits. They are thrilled to harvest their produce. Staff help children to have a positive attitude to healthy eating and promote their awareness of food and where it comes from. Older children show significant awareness of what constitutes as healthy options. The nursery provides a range of healthy meals and snacks for children to select from. Children learn about good etiquettes and social manners, as they sit at meal times and serve themselves with confidence. Additional dietary needs are well met and staff work with parents to implement changes when needed. Parents comment very positively on the quality of food provided by the nursery.

Very high standards of cleanliness are maintained across all areas of the nursery. Staff help children to learn about preventing the spread of infection, such as by explaining why they need to use tissues for their runny nose. Children demonstrate an excellent capacity to manage their personal hygiene for their age, even the two to three-year-olds, using the toilets and hand washing facilities with minimal staff help. Children show an exceptionally good sense of space and bodily awareness, they know that they need to wear their coats because 'it is very windy today', as one child informed the visitor.

Resources are easily accessible to children. Boxes are shelved in sight of children with photographs of their contents, so that they can be requested. As a result, children have ample opportunity to develop independence skills and make choices about what they want to do. Managers and key persons work extensively to ensure that children and families are very well prepared for transitions into school. They do this by using discussions, activities and visits where possible. Staff have a highly comprehensive understanding of behaviour management techniques. They become enthusiastic when children succeed. Staff say 'well done', 'wow' and 'that's excellent', enabling children to develop their self-esteem and feelings of self-worth.

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

The manager has a very good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She and her staff

have produced a file for parents with relevant information, such as 'Development Matters', observation and tracking sheets and details of the two year check. The manager is aware of the strengths and areas of improvement needed with regards to this in the nursery. She holds regular meetings with the staff and management team within the organisation and spends time on the nursery floor to monitor practice and organisation. She is quick to identify any areas of practice that she feels do not fully meet children's care or learning needs and addresses this immediately. She does recognise how further development of the outdoor provision for older children will enhance their physical skills.

Children are effectively safeguarded, as detailed and regularly updated policies and procedures are in place, which underpins their good practice. All staff have attended safeguarding training and have a good understanding of the associated issues. Robust and effective recruitment procedures ensure that all adults working in the nursery are safe and suitable to do so. Induction is over three months and all staff members receive an induction pack. They work with the room leader, staff with Early Years Professional Status and the manager to achieve completion of this. Written risk assessments and daily safety checks ensures that children play in a safe environment. The use of thumb print recognition system further contributes to children's security.

Self-evaluation shows rigorous monitoring and gives an ongoing accurate appraisal of its effectiveness and priorities for continuing development. Three monthly audits of the rooms and regular observations of staff members further supports this process. There are systems in place for staff, children and parents to contribute to enhancing the provision. She is a dedicated and committed manager and a good role model for her team.

Parents receive detailed information about all aspects of the nursery. This is through informative information packs, regular newsletters, daily diaries and verbal communication, which keeps them informed of their children's achievements and well-being. Parents welcome the opportunity to meet with staff at parents' evenings where they look at their child's progress records. Parents spoken to are extremely complimentary about the operation of the nursery, expressing a high regard for the staff. They express complete satisfaction for the pleasing atmosphere and are very positive about the care and learning their child receives.

Partnerships with others are good, but challenging at times, with regard to schools, as children come from a wide area and therefore, will attend various schools. Staff use circle time to discuss about what can be expected in the school. They invite schools to come and meet the child and the key person, so information can be exchanged.

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

Unique reference number	EY447153
Local authority	St. Helens
Inspection number	796810
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	29
Number of children on roll	47
Name of provider	Wind In The Willows Childcare Ltd
Date of previous inspection	Not applicable

Telephone number

01744739033

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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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