

# Wind In The Willows Childcare LTD (Woolston)

Gordon Avenue, Woolston, WARRINGTON, WA1 3UJ

## Inspection date

Previous inspection date

19/05/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 make good progress as they happily engage in purposeful learning experiences delivered through inside and outside play. Planned activities take into account children's next steps for learning, building on their prior skills and knowledge.
- Children are happy, settled and secure because they have formed close bonds with their key person, who knows them well. This means each child's individual needs are well met.
- Leadership and management are good. The staff team work effectively together to ensure that the children receive a good quality early years education.
- The nursery works closely with parents. This ensures that parents can participate fully in their child's learning and development.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.

### It is not yet outstanding because

- There is scope to enhance children's already good critical thinking through the use of more open-ended questions to support and promote children's learning even further.

## 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 observed staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Paula Kerrigan

## Full report

### Information about the setting

Wind In The Willows Childcare (Woolston) opened in 2014 and is registered on the Early Years Register. It is situated in Woolston, Warrington and is managed by Wind In The Willows Childcare Limited. It operates from open plan space, with a designated area for babies, in a single-storey building. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. Children attend for a variety of sessions. The nursery receives early education funding for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language. The nursery employs four members of childcare staff, including the owner. Of these, four hold appropriate early years qualifications at level 3 and above and one staff holds Early Years Professional Status. There are currently 26 children on roll.

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

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

- enhance children's critical thinking, for example, by asking more open-ended questions to support and promote children's learning even further.

## Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is consistently good through the mainly knowledgeable and experienced staff who have a good understanding of how to promote children's learning and development through the prime and specific areas of learning. Children have great fun in the well-resourced indoor and outdoor environments. The majority of staff consistently use effective teaching strategies to support children's good learning, which prepares them well for starting school. For example, staff plan interesting, hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. This is because records of children's achievements and the use of observational assessments are used to identify and plan for individual children's next steps in learning. Parents are also involved in assessment and planning processes, enabling them to be part of their child's ongoing learning and development. Children's progress files are regularly shared with them, which provide detailed information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interests and achievements from home. Staff support parents to improve children's speaking and listening skills through sharing books and by lending story sacks and activity boxes. The manager and the deputy manager are effective role models and they continually model good practice and support the team in providing good quality learning opportunities for the children. The progress check for children between the ages of two and three years is

successfully completed and any gaps in their progress are quickly identified and sensitively shared with parents.

Children are happy and settled in this purposeful environment. Babies delight in their exploration of natural materials or using equipment that makes sounds. They are engrossed as they happily explore textures and the properties of the water alongside supportive staff, who also use actions and singing to support the children. Throughout the nursery staff support children's use of language well, by providing commentaries and naming everyday objects and routines. Older children enjoy having a 'tea party' in the 'bear cave' they made from boxes and staff use props to further support their communication and literacy skills. Children are encouraged to extend their thinking and problem-solving skills through different activities, such as matching cards of mini beasts. However, there is scope to enhance children's critical thinking further, for example, by asking more open-ended questions. Younger children enjoy songs and rhymes and are beginning to join in with actions. Staff use their knowledge of children to extend story times. They talk with children about how they travel to the local shop and what they will see at the shop. This helps children to gain an awareness of their local environment. Older children join in with conversations about how to keep themselves safe as staff use stories to prompt group discussions and encourage children's thinking skills.

Children are well supported in their play. Indoors and outdoors, they have designated areas where they enjoy playing with a developmentally appropriate range of toys and resources. A good selection of natural resources is provided that allows young children to learn through their senses and explore objects using their hands and mouths. The children relate well to their peers and the staff. Children confidently try the activities on offer. For example, children are involved in exploring feathers and creative activities, and staff provide each child with time and support to explore and experiment. As a result, the younger children are actively engaged and have opportunities to explore texture and malleable materials. They enjoy free play as they move between the resources and activities, with staff support, to enhance their learning and development. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. The key person works with children in small groups, singing familiar rhymes to them as they sit together on the floor. Children join in with pleasure, as they make noises as part of the rhymes and are asked to predict what will happen next. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as moving rooms or when they start school. Children who speak English as an additional language are supported well and displays are colourful and have images of children and languages from around the world, promoting inclusion and the diversity of society. Staff encourage children to engage in number work and simple mathematics. Children are provided with the opportunity to explore sand and blocks, placing them in towers as they start to understand about size, space and measure. They learn about successful ways to stack objects and soon begin to recognise that a larger tower is not secure. Staff encourage them to count, as they make their towers higher, teaching children about number, order and value. This means that as children are increasingly able to use their mathematical knowledge to independently count and problem solve in their play. Children enjoy a wide range of experiences, such as role play and den making that

encourage their imaginations and creativity. Children enjoy creating their own patterns with the crayons, paints and pencils, promoting early writing skills in all areas of the nursery.

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

Staff know the children and their families well and effectively support each child's personal, social and emotional needs. Children develop secure emotional attachments, which enables them to leave their parents confidently, as they enter the nursery. The key person system works well and good information is gathered from parents to ensure their child's individual needs are met. Effective support continues as children move to the next room due to well-organised transitions. Similarly, children are emotionally well prepared by staff to move on to school. The provider invites teachers to visit the nursery in order to support children in readiness for their move. Staff organise space and resources to create a stimulating and clean environment, in which children develop strong self-help skills. For example, children access a wide range of resources and easily help themselves to toys or drinks of water, when thirsty.

Mealtimes are relaxed and sociable occasions. Staff promote children's developing independence and self-care skills well. For example, younger children competently feed themselves and older children serve their own food and pour their own drinks. Children are willing to try to put on their own shoes, with staff nearby and they know they can ask for assistance, if they need to. Children develop a good understanding of healthy lifestyles, as they enjoy experiences based around the teaching of health and the benefits of physical exercise. Children learn how food is grown as they plant, tend, pick and eat foods, such as potatoes.

Daily routines for hand washing before meals and after playing outdoors are securely embedded and undertaken independently by older children. Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. Babies are encouraged to crawl and explore their surroundings, to learn about the world. Children exercise and develop good coordination as they move in different ways and join in action songs at daily sessions. Children are also beginning to manage small risks and develop an awareness of personal safety in the outdoor activities. Children confidently approach visitors and involve them in their play, which demonstrates they feel safe and self-assured. Photographs of children playing in the nursery and their artwork are displayed at a low level, providing children with a strong sense of belonging. Staff's calm and polite manner sets a good example to children. Children behave well and are beginning to display polite, courteous behaviour.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice, which are reviewed regularly. The management team operate clear recruitment, vetting and induction procedures to ensure the suitability of all staff working with children and regularly review staff's continued

suitability. Staff are highly aware of their responsibilities in protecting the children within their care and receive regular safeguarding training from the manager to ensure their knowledge is maintained. Children's health and safety is maintained as they play in a clean, well-maintained and secure nursery. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. The manager and experienced staff in each room ensure adult-to-child ratios are always met and staff are deployed well, resulting in children being constantly supervised by qualified staff. Risk assessments are conducted on all areas children use, both indoors and outdoors, to ensure potential hazards are identified, minimised and removed. Good procedures are in place for administering medication and dealing with any accidents or incidents, and staff hold relevant first aid training qualifications.

The nursery is managed well. The management team oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored to ensure good interactions and evidence is recorded. The provider has a strong commitment to continuous improvement and has achieved Investors in People award at bronze level. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. Staff supervision and appraisals are well embedded, and are a regular process in the nursery, which are used to identify strengths and improve practice.

Partnerships with parents are good. The nursery gives parents opportunities to become involved at all levels and ensures that effective communication is in place, with regard to children's well-being and achievements. Parents' views are sought and acted on through the use of questionnaires and two-way diaries. The nursery has a very good understanding of the importance of working in partnership with parents and other providers to ensure children's learning and development is well supported. For example, they have written to local schools to invite new teachers into the nursery to share children's individual progress. This means, children's move to school is well supported.

## 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

<b>Unique reference number</b>	EY465471
<b>Local authority</b>	Warrington
<b>Inspection number</b>	943477
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Wind In The Willows Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01925220104

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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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