

# Wheatfields Nursery Association



c/o Wheatfield Primary School, Wheatfields, St. Ives, Cambridgeshire, PE27 3WF

## Inspection date

11 May 2017

Previous inspection date

3 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide children with a stimulating and well-planned environment, both indoors and outside. They support children to become motivated and enthusiastic learners, who make good progress in their learning and development.
- Behaviour across the nursery is excellent. Staff consistently manage children's behaviour well and help them to develop an understanding of what is a good choice. Children are polite and friendly and are learning to take turns and share.
- Staff and children have positive and warm relationships with each other. Children form secure attachments and their emotional needs are well met by responsive staff.
- Children are developing a love of books and regularly look at them. Group story times are engaging and enjoyable. Staff are animated storytellers and provide many opportunities for children to share their knowledge of the story.
- The manager and staff demonstrate their ability to reflect on the setting and identify areas for further improvement. Knowledge gained from external training is quickly embedded and used effectively to develop the provision.

### It is not yet outstanding because:

- Although staff plan next steps for the children, occasionally, they do not challenge older and most-able children sufficiently, to help them make even better progress.
- There are few opportunities for children to see and experience text in different fonts and scripts.

## What the setting needs to do to improve further

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

- enhance staff's understanding of how to support older and most-able children, so that they consistently offer additional challenge to help these children make even better progress
- extend the opportunities for children to increase their awareness of text and different fonts and scripts.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are very knowledgeable about signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. Effective policies and procedures are in place to help staff keep children safe. Regular supervision and team meetings have been used well to enhance staff interactions with children. Links are in place with other childcare settings that children attend. Through the sharing of learning records and daily feedback, staff ensure that parents are actively involved in their children's learning. Parents speak highly of the setting, praising the staff and the progress their children make.

### Quality of teaching, learning and assessment is good

Staff are well qualified and enthusiastic about supporting children to grow and develop. Planned activities motivate and engage children and staff successfully encourage them to think and predict during their play. There is a keen focus on helping children to become confident in language and literacy. Staff engage children in conversations and extend their vocabulary. Children of all ages are supported to hear and recognise letter sounds in their names. The nursery has core books which staff regularly read, helping to familiarise children with storylines. The books are shared with parents so learning can continue at home. Opportunities for children to draw and practice early writing are freely accessible in all areas of the provision. Early mathematics is woven through children's play. Staff teach children to count and become familiar with positional words.

### Personal development, behaviour and welfare are good

Children's emotional well-being is given high priority. Staff regularly praise children in meaningful ways, helping to build their self-esteem. Children's move into the nursery is managed sensitively and in partnership with parents. Links with local schools help to support children emotionally as they move on to formal education. Children's emerging independence is supported well and they are encouraged to manage their own self-care needs. They choose resources, confidently finding them in child-accessible storage. Children are learning the importance of healthy lifestyles. They regularly access fresh air and physical activities outside and learn the importance of a wearing hat on sunny days.

### Outcomes for children are good

Children gain the key skills they need for school. They are motivated learners and spend sustained periods of time engaged in their play. Children show delight as they fly paper aeroplanes in the garden, discovering the effects of the wind on them. As they dig, they work together to find 'buried treasure'. Children show fascination as they take turns to bang nails into pieces of wood, reminding each other where to put their hands so they do not hit their fingers. As they draw, cut and stick, they confidently share their ideas.

## Setting details

<b>Unique reference number</b>	221831
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1090089
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Wheatfields Nursery For Preschool Education Committee
<b>Registered person unique reference number</b>	RP517208
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	01480 494960

Wheatfields Nursery Association registered in 1982 and is run by a voluntary management committee. The committee employs six members of staff. Of these, three hold early years qualifications at level 3 and three hold level 2 qualifications. The nursery opens from Monday to Friday each week, during term time, from 8.25am to 3.25pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

