

# Wheatfields Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	221831
<b>Inspection date</b>	21/11/2011
<b>Inspector</b>	Carly Mooney
<b>Setting address</b>	c/o Wheatfield Primary School, Wheatfields, St. Ives, Cambridgeshire, PE27 3WF
<b>Telephone number</b>	01480 494960
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Wheatfield Nursery for pre-school children was registered in 1982. It operates from a mobile building in the grounds of Wheatfields Primary School, St Ives, Cambridgeshire. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 8.25am until 11.25am and from 12.25pm until 3.25pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 35 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 42 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for by caring and attentive staff who value each child as individuals. Children make good progress in their learning and development through participating in a range of stimulating activities and experiences. Clear procedures for observing and assessing children's progress are in place and plans of activities are based on children's interests. Secure relationships with parents have developed, which are effective in meeting children's individual needs. Staff demonstrate a firm commitment to improving and continuously developing the provision, implemented through effective self-evaluation procedures.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all children attending the setting participate in fire drills on a regular basis
- extend the systems in place for providing a two-way flow of information with other providers who deliver the Early Years Foundation Stage.

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

Children are safeguarded by knowledgeable and experienced staff, who implement clear procedures to protect children in their care. Regular training is attended to ensure they are up-to-date with the most recent information. Management and the committee ensure all staff are suitable to work with children, as they hold current Criminal Records Bureau checks and follow robust guidelines for recruiting. Staff are mindful regarding children's safety and deploy themselves effectively around the setting to meet children's needs. Thorough risk assessments, including daily check lists ensure hazards have been identified and minimised to allow children to play in a safe environment. The premises are secure and there are effective procedures for emergency evacuation, which is practised both in line with the school and as a stand alone event. However, the fire drill that has been carried out this term did not include all of the children who attend. As a result most children new to the setting at the start of term, have not participated in the procedure, which helps them understand about keeping themselves safe. A range of comprehensive policies and procedures are in place and supports the good practice at the setting.

Children have access to a spacious, stimulating environment both inside and outside, which is well planned to meet children's differing ages, interests and needs. Resources are easily accessible and clearly labelled with words and pictures for independent choice. The setting cares for children for whom English is an additional language and staff are beginning to implement clear strategies for supporting communication with the children and their families, such as key words and visual aids. Individual children's needs are thoroughly addressed through staff's clear knowledge of all children and their families.

Good partnerships with parents are in place to support children's time at the setting. Parents are kept very well informed of upcoming events, planning of activities and topics they can be involved in. Effective information is gathered from parents at the beginning, as a starting point for their children's learning and they complete 'what I like' sheets about their child on an ongoing basis. Progress summary reports regarding their child's development are regularly shared and commented on. Parents positively praise the setting and the staff. Clear links have been formed with the local school to ease children's transition. However, sufficient procedures have not yet been implemented with other providers who deliver the Early Years Foundation Stage, in order to ensure effective continuity and progression across all settings.

Staff have ensured that the recommendations from the last inspection have been implemented and as a result, outcomes for children have improved. The manager and close staff team work together to monitor and evaluate the provision and effective systems for self-evaluation are in place. Staff development through regular training is actively encouraged, supported by annual appraisals. The manager is proactive and demonstrates good capacity for maintaining continuous improvement because there is clear vision for the future.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. They provide consistent support for children and through effective questioning allow children opportunities to think for themselves and make their own decisions in their play. As a result, children make good progress in their learning and development. Staff plan and offer a broad variety of play and learning experiences based on children's interests and developmental needs. Next steps in children's learning are identified and incorporated effectively into weekly plans of activities. Clear observation and assessment records of children are kept and regularly shared with parents.

Children's individuality is valued and they are treated with kindness and respect. Children are developing good self-esteem, as staff are attentive and interested in what they have to say. For example, talking about the pets a child has at home. Children settle well on arrival at the setting and their behaviour during the sessions is good. Staff use a consistent approach, offering children clear explanations and reasonable boundaries. They remind them of safe practices, such as being mindful of other children's fingers when banging the drum.

Children show a good appreciation of books and enjoy stories, both as a group and in a one to one situation. They are beginning to show curiosity regarding reading and writing and are encouraged to hear the initial letter sounds in their name and other words. They confidently recognise their name and older children make good attempts to write their name on their work. Children engage in fun activities to encourage their counting skills and simple calculation, using visual aids and songs. For example, 'five currant buns in a bakers shop'. They sort, match and follow simple patterns using coloured cubes. A computer is well used and children participate in a good variety of programmes, which support different areas of learning, including using the internet to look for pictures of their favourite animals. A good range of equipment in the garden area supports children's physical development and they enjoy engaging in a session of 'sticky kids' activities, bending, running and stretching to the music. Children participate in a practise of their Christmas nativity play with great enthusiasm, singing with gusto at the tops of their voices.

Children's welfare is effectively promoted. All staff are trained in first aid and are well informed about children's medical or dietary needs. Records, which safeguard children's health are appropriately maintained and children are cared for in a clean environment. They are encouraged to maintain their own personal hygiene through hand washing before eating or after attending the toilet. Children learn to make healthy choices, as they are offered foods, such as, fruit and vegetables at snack time and have their own growing area in the garden. Children feel safe and secure in the setting and this is demonstrated through their happy and confident disposition.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----