

Wessington Primary School Daycare

Wessington Primary School, Lanercost, Washington, Tyne and Wear, NE38 7PY

Inspection date	16/11/2012
Previous inspection date	13/03/2007

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

- Successful recording systems ensure that children are well prepared for the next steps in their learning. Transitions within the setting and into school are well supported by the staff.
- Effective partnership working ensures parents are kept well informed of their child's progress and interests on a daily basis and in a variety of ways.
- Children's personal, social and emotional development is given high priority. Children are happy and confidently explore their environment, moving freely between both rooms and the outdoors.
- The strong staff team have a secure understanding of the learning and development requirements, which they use to plan a wide range of activities and experiences for each child.

It is not yet outstanding because

- Although self-evaluation and performance management are in place, they are currently in their infancy and should be further developed to evaluate the setting and analyse the impact of development to improve outcomes for children.

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 within all areas of the groups.
- The inspector met with the lead practitioners and discussed a range of subjects and looked at records and policies.
- The inspector talked with staff, children and with parents.
- The inspector delivered feedback about the inspection to the lead practitioners and the head teacher and the chair of the committee.

Inspector

Eileen Grimes

Full Report

Information about the setting

Wessington Primary School Daycare was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Wessington Primary School and Children's Centre in the Glebe village area of Washington, and is managed by the governing body of the primary school. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. All of these hold appropriate early

years qualifications at level 3.

The setting is open Monday to Friday all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 46 children attending who are within the early years age group. The nursery provides funded early education for two-year-olds. It supports a number of children who speak English as an additional language and children 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:

- improve the leadership and management of the setting by having rigorous and effective systems for self-evaluation and effective systems for performance management and continuous professional development of staff.

Inspection judgements

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

Staff have a substantial impact on children's learning and development so that children make good progress in relation to their starting points. They are well aware of children's backgrounds and capabilities, taking good account of the length of time children have been at the group and how often they attend. The educational programmes for all seven areas of learning effectively help children to comfortably reach expected levels of development.

Children achieve good personal, social and emotional development, particularly through strong relationships with their key persons. They enjoy the challenges to develop physically, handling a wide range of tools with skill and being physically active in the spacious accommodation. They receive plenty of stimulation from attentive staff to extend their communication and language skills. Children gain good confidence to engage in conversation with the attentive staff through the very successful use of small group time. As a result, they make good progress and work effectively towards achieving expected levels of progress.

Children receive particularly good support through individual attention at their chosen activities and personally planned story times. Children gain good levels of understanding in literacy and mathematics, for example, in the use of the initial sounds of their names and extended counting of toys. They have ample opportunities to explore their surroundings to gain understanding of their environment. For example, children excitedly paint with water

and glitter watching the effect of the glitter in the sunshine.

Children receive good support through a wealth of resources to express their ideas through art. Staff have good knowledge and understanding of how to promote children's learning. They demonstrate consistent expectations and, through their enthusiasm, effectively engage and motivate children to further extend their play. They plan the rooms so that children have ample space to play and access many resources for themselves. Staff give good support so that new children confidently choose what they want to do. They extend their use of words and confirm each child's play by talking about their chosen play. They extend children's thinking by making comments and questions that help children to consider different aspects. Overall, staff plan group activities very well to engage and motivate children. They use small key groups regularly, so children receive encouragement to feel included and effectively participate.

Children enjoy their activities, focusing and persevering at them. For example, they are fascinated as they pour water down a tube, watching the glitter move and catching the water at the bottom. This means that they receive good support to acquire the skills and positive attitudes to develop and learn effectively. Over their pre-school year, they become ready for the next stages in their learning at school. Staff effectively understand the consistent, updated, planning and assessment systems used in the group. The lead practitioner is very aware of how to conduct the progress check for children aged two to three years and how to share these with parents and other professionals.

Staff work closely with parents of new children to learn about them and their family backgrounds, as a result, children settle well. Staff effectively engage parents in their children's development and learning in the group. They take good account of what parents tell, and occasionally write, about their children's activities at home. Staff successfully keep parents informed about their children's achievements and progress. They make good use of on-going, observational assessment. Through this, they effectively evaluate children's play and incorporate their next steps and interests into the quality planning. Key persons revise these plans on a daily basis to keep themselves well aware of, and to support children's current learning needs.

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

The group's care practices support children to feel emotionally secure and effectively help them to be healthy. Staff consistently implement well established procedures so that children receive focused support from their caring key persons. The key person supervises their key group's personal care and they are well aware of their children's play preferences and learning requirements. As a result, support and conversations are personalised and all children form close bonds and secure emotional attachments to their carers. Children confidently seek staff out for reassurance and extra resources when needed. They have a positive approach to new experiences.

Staff prepare children well for their transitions. They effectively get children ready for the transition into the nursery class. Children are able to observe sessions and by the time they move into nursery they are familiar with the staff and the routines. Staff successfully

prepare children for their next stage in learning as their skilful practice has good impact on children's confidence and self-motivation. For example, children gain good independence in starting to put on their own coats and hats. The group has effectively thought-out systems for caring for children that result in them being happy and content.

Children make good relationships with adults, both staff and visitors. They relate well to each other, offering help and amicably sharing resources, such as bicycles and tricycles when outdoors. Throughout their time at the group, many form increasingly strong friendships. Children respond well to the clear boundaries that they help to set, for example, as they hear gentle reminders to say 'please' and 'thank you'. Children's behaviour is good, as staff set a positive example by being considerate and thoughtful for others. Children willingly take on responsibility, for example, tidying away before moving for meals and they notice pieces of equipment to clear away without staff asking them. As staff constantly expect children to do things for themselves, children gain particularly good independence. From the time they start at the group, children organise considerable periods of play for themselves. They collect and return items from the accessible storage.

Staff support children particularly well to feel safe and to learn about potential hazards. Well considered care practices enable children to be aware of safety and to take appropriate risks. They learn to negotiate wheeled toys in an enclosed space and to look out for each other. Children effectively learn about healthy lifestyles. Staff encourage children to develop a good understanding of the importance of physical exercise. Children choose to go out into the fresh air and are keen to play outdoors. Children benefit from a range of healthy snacks and meals. These are served to children in small groups so as to develop their social skills.

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

Leadership is good and management is effective because the provision includes good understanding of the responsibilities in meeting the learning and development requirements. There is an accurate overview of the curriculum through close monitoring of the educational programmes and of the levels of delivery by individual staff. This means that the group offers a broad range of experiences to help children progress towards the early learning goals.

The basis of the teaching is good as staff have secure understanding of each area of learning and how children learn. The lead practitioner monitors the levels of planning and assessment, in and out of doors, to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. Staff target individual children identified as being in need of support, to ensure their needs are successfully met. As a result, these children receive supportive intervention and any gaps are closing.

The leadership and management have good understanding of their responsibilities in meeting the safeguarding and welfare requirements, including arrangements for safeguarding and suitability. They implement these consistently to create an environment

that is welcoming, safe and stimulating. All staff have completed safeguarding training and the lead practitioner has undertaken enhanced child protection training. As a result, they have effective knowledge of how to keep children safe and how to respond to any concern about a child. Staff implement all required policies and procedures well. Written risk assessment is detailed and frequently reviewed so that staff keep children safe, indoors, outdoors and on outings. All required documentation is effectively maintained, including the record of staff suitability. Management have a very good understanding of employment and vetting procedures and carry these out very effectively.

The provider monitors and manages staff's performance and their professional development through regular appraisal. Although this system is currently in its infancy. New staff, have a comprehensive induction, which ensures they are familiar with all aspects of the group. The management team encourages staff to regularly attend relevant early years courses and best practice meetings. The performance management system is not rigorous enough as it does not fully evaluate the impact of training on the outcomes for children.

The group previously accessed the school self-evaluation but are now beginning to implement their own. They have clearly identified their strengths and weaknesses, however, as yet they have not formally gathered parents' views. The management and leadership have addressed all the actions and recommendations from the previous inspection. Self-evaluation is used as a tool to identify priorities and to set challenging targets for improvement.

Each child has free access to their learning journey and their key person sits with them and talks about the photographs or pictures they have created to find out how they felt about a particular activity, event or situation. Staff focus their planning and teaching on children's requirements and interest. Parents have a good platform to express their views to staff in a variety of ways. However, most prefer to talk with staff at the start and end of the day. The group works well in partnership with parents. Families receive plenty of information about the provision and about the revised Early Years Foundation Stage. Staff recently offered a 'stay and play' session for parents and carers to attend; they offered an introduction to activities and games with links to the Early Years Foundation Stage statements, to explain the learning intentions behind the play. The group establishes effective arrangements for information sharing and partnership working with other providers and the local school. As a result, there are good procedures to identify all children's needs and help them to make progress. The group has good links to ensure they work in partnership with a wealth of external agencies, such as speech and language therapists.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		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	EY331982
Local authority	Sunderland
Inspection number	891541
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	20
Number of children on roll	46
Name of provider	The Governing Body of Wessington Primary

	School
Date of previous inspection	13/03/2007
Telephone number	0191 2193720 CC

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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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Piccadilly Gate
Store St
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M1 2WD

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