

Wakoos Centre4Children

Station Road, Billingshurst, West Sussex, RH14 9RY

Inspection date

24/07/2013

Previous inspection date

19/04/2011

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

- The staff are enthusiastic and skilled at providing good learning opportunities during incidental and planned activities.
- Children have great fun at the nursery and make good progress in their learning.
- The environment is stimulating and offers children appropriate challenges relevant to their ages.
- Staff encourage children to become active learners as they ask skilful questions and encourage them to try things for themselves.

It is not yet outstanding because

- There are no pictures to further support children with limited speech in order to help them to understand the routine of the day or activities that are available.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children in the three rooms and two gardens undertaking a range of activities.
- The inspector sampled records kept on the children, for example, their learning journeys.
- The inspector discussed with staff their understanding of the Statutory Framework for the Early Years Foundation Stage.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with some parents of the children attending the nursery.

Inspector

Amanda Shedden

Full Report

Information about the setting

Wakoos Centre4children opened in Billingshurst, West Sussex in 2008. They operate from purpose built premises, close to the community and nearby junior and senior schools. The centre is run by voluntary trustees. It is open each weekday from 8am to 6pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. The setting offers a breakfast club and after school care for children attending the local schools. Younger children in the early years can attend full day and sessional care throughout the year. The centre employs 32 members of staff, of these 27 work directly with the children. Nearly all staff hold appropriate early years qualifications and some staff are working towards increasing their qualification. The centre supports children with special educational needs and/or disabilities, and those who speak English as an additional language. There are 165 children on roll, of these, 114 children are in the early years age group. The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It receives funding for free early education for children aged two, three and four.

What the setting needs to do to improve further

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

- develop resources to further support children's communication skills, for example, by using pictures.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage framework and implement it effectively to promote the children's learning. Staff spend time observing what the children can do and use the information well to identify the children's next individual learning steps. Staff effectively use the information when playing with children on their self-chosen activity to promote their individual learning further. For example, through skilful and knowledgeable interaction, the staff member is able to ask children effective questions to increase their individual knowledge when looking at the number line.

Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff engage the children effectively overall, and extend the children's learning by asking skilful questions, and encouraging the children to become active learners. For example, toddlers are encouraged to think about what they or their family members look like and draw them on white boards. This encourages children's

mark making skills and promotes conversations about different features of their bodies. Babies and young children learn about different textures and use all of their senses to explore the resources and play materials. For example, babies enjoy handling rice pudding, meatballs and tomato soup, and giggle as they feel, smell and taste them.

All children enjoy a well-resourced play and learning environment, both inside and outdoors, which promotes their independence and decision making skills successfully. Children choose activities throughout the day and freely use the wide variety of clearly labelled, low-level resources. Children are able to use the outdoor play areas at all times during the day and enjoy activities that cover all areas of learning. For example, children learn about cause and effect as they work out why some objects move faster through the drainpipes, depending on what angle they have the pipes at. Children have great fun learning about phonics, the innovative games the staff have created give children effective experiences of learning letter sounds and matching objects to those sounds. They have so much fun that when it is finished they ask to do another phonics game. Children of all ages join in this incidental activity, learning or consolidating their individual knowledge. Staff create stimulating activities for the children. For example, when acting out a popular book they use the resources in the garden to swish through the long grass, the hose is used to represent the river and children knowing they can't go over or under it, run through the stream of water laughing and giggling. Children throughout the nursery have many resources and activities that promote their imaginations. Children handle books with care, turning the pages correctly. They enjoy listening to stories, often predicting what will happen next. Often this will be on a one to one basis and at other times in a larger group. Consequently, all children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the nursery. Staff effectively use the information gathered from parents about the children's welfare needs to support all the children who attend. Each child has a key person, which helps children feel secure. In addition, they make individual learning plans for each of their key children promoting their welfare and progress well. Children form positive relationships with other children and the staff team. Babies and young children enjoy cuddles from the staff when they are tired or need reassurance. Generally, children's behaviour is good because all staff implement clear rules and boundaries consistently. Where necessary staff use a range of strategies and work closely with other professionals to support children who have ongoing challenging behaviour. Children with additional languages are given some support, however, there are no pictures to help children to communicate if they have limited language.

Children are developing a sound understanding of healthy eating and lifestyles through daily routines. They enjoy a healthy snack, which they help to prepare, choosing which fruit they want and cutting it up themselves. Children serve themselves at lunchtime and pour their own drinks, developing their understanding about portion control and turn taking. Staff promote the children's social skills successfully as they sit together with

children at snack and meal times. Children learn how important good personal hygiene is through daily routines and discussion. For example, they are actively encouraged to wash their hands at appropriate times to help prevent any possible spread of infection.

Children demonstrate good levels of independence and self-esteem as they confidently move around the setting and explore their surroundings. Children select a range of activities and good quality resources in the gardens and in the playrooms, all of which they are encouraged to use freely. Children enjoy a wide range of activities to promote their physical development well. They have opportunities to climb, run, jump and balance. Babies and young children are supported well as they practise crawling and climbing as they begin to walk

Children learn about keeping themselves safe from an early age. All children and staff practise regular fire drills to ensure they know how to evacuate the premises quickly and safely in the event of an emergency. They know they must have lotion on 'to prevent them from getting burnt'. They turn their 'listening ears and walking feet' on when group instructions are being given, for example, when going on an outing or using a different area of the building. Consequently, children know what is expected of them and they are keen to follow the rules. Staff are positive role models, supporting the use of good manners and promoting politeness across the nursery. As a result, children are beginning to show consideration for others as they take turns and share resources.

Children are well supported as they get older and transfer rooms. Their key person accompanies them on their visits so they have some continuity. Children moving on to school are given opportunities to role play the move and meet their teachers in the nursery. This enables children to develop their confidence in preparation for their future move to school.

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

Effective safeguarding procedures are in place to promote the welfare of the children. All staff have attended safeguarding training and know how to implement the procedures. The nursery staff share the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children use a safe and secure learning environment because staff carry out detailed written risk assessments and daily checks. Staff supervise children closely to make sure that they are well protected. Robust recruitment and vetting procedures alongside effective induction systems help to ensure all adults and students are suitable to work with children. All visitors are required to sign in the visitor's book to ensure staff maintain an accurate record of everyone coming into contact with the children. A comprehensive complaints procedure is in place to ensure everyone using the nursery knows how to report or raise concerns. The nursery implements a clear equal opportunities policy and works closely with outside agencies to support those children with additional needs. All accidents and incidents are recorded clearly and shared with parents as required.

The room leaders and manager have a good overview of the curriculum and they ensure that children are offered a wide range of activities and experiences that fully support their all round development. Each child's key person develops an individual learning plan for them and this results in children's next steps being effectively planned for. This information is used to inform the two year old assessment check, which is shared with the parents.

Staff meetings and regular training drive improvement and ensure all staff are aware of current guidelines and procedures. Management successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff practice and annual appraisals. This demonstrates a good capacity to improve the outcomes for children. Each room undertakes an evaluation of their practice and they create room action plans in which all the staff are included. This has enabled each room to develop according to the needs of the age group in the room being cared for. For example, the pre-school children with the staff have recently developed their maths area. Children helped to make a large abacus, a clock with moving hands and they have entered their height on to a chart. This has helped develop their understanding of the use of number, size and time. The toddler room has been changed around to separate the age groups to ensure the older children are receiving enough stimulation and observation throughout the day.

Partnership with parents is good. Parents are able to talk to staff about their children's progress. They are actively encouraged to be involved in their children's learning and staff often provide ideas and activities for parents to do with their children at home. Two-way communication is promoted by the nursery. This encourages parents' to offer their views and opinions, along with a notice board asking for their ideas and suggestions. Parents are encouraged to contribute observations of what their child has done at home and they are sent home with slips of paper about what their child has done each day. This helps promote conversations and continuity between home and the nursery. Parents' state how happy they are with the nursery and they can see the progress their children are making. Where needed the nursery work with outside agencies to promote continuity of care and education for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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 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 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	EY420054
Local authority	West Sussex
Inspection number	928840
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	60
Number of children on roll	165
Name of provider	Wakoos Centre4Children Ltd
Date of previous inspection	19/04/2011
Telephone number	01403213592

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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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