

Wigmore Nursery

Wigmore Primary School, Ford Street, Wigmore, LEOMINSTER, Herefordshire, HR6 9UN



Inspection date	2 March 2017
Previous inspection date	21 June 2013

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

- Leaders and managers are ambitious and communicate high expectations to all. Staff morale is high and they work well together to identify areas for improvement.
- Staff have high expectations about what children can achieve. Children are offered a wide range of stimulating activities which helps them develop a positive attitude towards learning.
- Children make good progress because staff provide experiences based on their interests. Staff regularly assess children's progress and use the information to plan for the next steps in their learning and development.
- Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Partnerships with parents are good. Staff establish strong relationships with parents from the start. They meet with children and their families in the home environment. Information about children's care, well-being and achievements at nursery is shared through daily diaries and conversations.

It is not yet outstanding because:

- Staff do not always give children enough time to think or complete tasks for themselves. In addition, staff are sometimes too quick to answer questions they have asked children and do not give them enough opportunities to process their own thoughts and ideas.
- At times, children are not fully engaged and motivated to learn because they wait too long to participate in activities and everyday routines.

What the setting needs to do to improve further

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

- provide children with even more time to complete tasks for themselves and to process their own thoughts and ideas
- review the organisation of everyday routines and activities so that every opportunity is used to keep children fully engaged and motivated to learn.

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 held a meeting with the management team and observed and evaluated a learning activity with the nursery manager.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.
- The inspector discussed self-evaluation with the provider and discussed planning and assessment with the nursery supervisor.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is good

Leadership and management are strong. Clear and concise action plans are in place and are implemented well to maintain good standards. Children's individual progress is carefully checked to identify any gaps in their learning and development. Any additional support they may need is swiftly provided. Regular supervision meetings for staff enable the manager to identify training and development opportunities and discuss how they can enhance the experiences offered to children. The arrangements for safeguarding are effective. A good range of training has been completed to promote safeguarding within the nursery. This means that staff are clear about the procedures to follow in the event of a concern about a child. Staff are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. Robust procedures for recruitment and to check the ongoing suitability of staff are implemented well.

Quality of teaching, learning and assessment is good

Staff use their knowledge of children's abilities and interests to plan a wide range of stimulating play activities. Children are fascinated as they explore textures, such as frozen peas. They show high levels of concentration as they use tweezers to carefully pick up individual peas and place them in small pots. Children delight in listening to stories and use their imagination as they pretend to be characters from their favourite books. They enjoy expressing their creativity as they excitedly make magic wands. Children learn about numbers, shapes and size. They explore an array of vegetables, carefully cutting them into different sized pieces before enthusiastically tasting them.

Personal development, behaviour and welfare are good

The nursery is located within the school, consequently their partnership is extremely good. They follow the same strategic vision which is enjoying learning together. Children often attend school events and regularly visit the Reception class. This means they are very well prepared for their move to school. The nursery is warm and welcoming and children are happy and settled. Staff are good role models and children behave very well. The nursery's rules are displayed in their room. Children are encouraged to show kindness to each other, to listen and not to run inside. The nursery has a healthy eating policy. Healthy snacks are made available and parents provide children with a packed lunch. Staff remind them to eat their savouries and fruit before small treats. Children's physical development is promoted well. They excitedly use ride-on toys. Children delight in running as they chase bubbles and enthusiastically climb on large apparatus.

Outcomes for children are good

All children are working comfortably within the typical range of development for their age. They are confident, keen and enthusiastic learners who enjoy exploring the wide range of activities available to them. Children learn key skills in literacy as they practise their writing and learn the sounds that letters represent. They enjoy giving meaning to the marks they make. Children's early mathematical skills are developing well as staff incorporate numbers, counting, shape and size into everyday activities. Children gain a range of key skills to prepare them for the next stage of their education.

Setting details

Unique reference number	EY438359
Local authority	Herefordshire
Inspection number	1065793
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	16
Number of children on roll	24
Name of registered person	Wigmore School
Registered person unique reference number	RP531185
Date of previous inspection	21 June 2013
Telephone number	01568 770333

Wigmore Nursery was registered in 2012. The nursery opens Monday to Friday, term time only, from 8am until 4pm. The nursery employs four members of childcare staff. Of these all hold appropriate early years qualifications to at least level 3. One member of staff has qualified teacher status and one has a foundation degree in early years.

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