



## Woodlands Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	141883
<b>Inspection date</b>	18 May 2006
<b>Inspector</b>	Dorcas Elizabeth Forgan
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<b>Registered person</b>	Child Base Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Woodlands Day Nursery has been registered since 1990 and is owned and run by Child Base Limited, who manage a chain of nurseries in the south of England. Woodlands is a purpose built nursery situated in Downs Barn, near the centre of Milton Keynes. The children are cared for in separate age groups, each having their

own designated areas. All children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 08.00 to 18.00 throughout the year.

There are currently 88 children under five years on roll. Of these, 21 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports children who have English as an additional language.

The nursery employs 19 staff, a cook and an administrator. The manager and nine staff hold appropriate early years qualifications. There are three staff working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean, healthy environment. They stay healthy because staff follow very good hygiene procedures and help the children to learn the importance of careful personal hygiene routines. They are encouraged to wash hands after using the toilet and carrying out messy activities, they wipe their faces and hands on wet wipes following meal times. Children are gaining independence in their personal care. Staff follow thorough procedures when administering medication. There are comprehensive policies in place to minimise the risk to children of cross infection.

Children benefit from a healthy and well balanced diet, which meets their individual needs. Meals are prepared daily, using fresh ingredients. Children enjoy meal times, which they take at a leisurely pace so that they can socialise and learn new skills. Children in the oldest room access drinks during the day especially after physical activity. Babies receive the same food as the rest of the nursery that is prepared appropriately; staff cuddle the babies when they give them their bottles.

Children have regular access to a very pleasant outside area where they take part enthusiastically in physical activities. Each group use this area separately at specific times. Children learn skills such as how to peddle bikes and tractors, play with balls, skip and rock the seesaw. They enjoy investigating the natural world, chasing butterflies, inspecting insects and hiding behind bushes. The babies have a decked area that they use during the better weather. All the children are beginning to go out for walks in the local area. Children also develop their physical skills through regular use larger equipment inside, like the slide and baby activities. The oldest children have weekly physical sessions with an external teacher. Children are becoming healthy and developing their physical skills very well.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children move around safely and independently, in all areas they can select from a

good range of stimulating activities and resources. Risk of accidental injury are minimised as staff regularly use risk assessments to reduce hazards. All areas of the nursery are light, bright and attractively decorated. The separate rooms for each age range are furnished appropriately for the children's developmental needs. They also provide areas for rest and quiet play, sensory experiences and meals. Staff ensure all equipment is clean and well maintained.

There are effective safety and security procedures in place, such as the use of the visitor book and the closed circuit television cameras to ensure the children's safety in all areas. Children are learning to keep themselves safe; such as sitting carefully on chairs and coming down the slide on their bottoms. They are beginning to consider the safety of others for example, during a planned activity, the children talked about what babies can play with safely and what food they can eat.

Children's welfare is very well protected because the staff have a clear understanding of their role in child protection. They have a secure knowledge of the child protection policies and procedures. Annual training is compulsory for all.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, and confident within the nursery. Most of the children are settled, those that are not yet receive a great deal of individual attention and support from the staff and their key workers. Staff throughout the nursery follow the Sound Foundation. Staff in the rooms with children under three years of age also follow Birth to Three Matters. They have well planned daily routines with stimulating activities.

Babies and toddlers receive lots of cuddles and individual attention, which increases their sense of well being and encourages self-assurance. They benefit from daily routines that reflect their experience at home. Babies experience an interesting range of activities to stimulate their enquiring minds and develop their senses such as, musical instruments, a treasury basket with various brushes and tactile resources, the sensory area and the dressing up hats and mirror. Their communication skills are developed very well by the staff talking and singing with them.

Children in the two additional toddler rooms play happily in the garden with a variety of equipment and toys; they also enjoy running around and playing hide and seek with the adults behind the bushes. The planned activities provide more challenges, such as playing in damp sand and sponge printing. The toddlers listen well to stories and are beginning to handle books, they all join in very enthusiastically when singing songs. They have a wide range of resources to explore.

### **Nursery Education**

The quality of teaching is satisfactory. Some staff have a clear understanding of the Foundation stage. Support and training is ongoing. Children participate enthusiastically in activities and have access to a wide range of resources. Staff receive planning from head quarters that they can adapt and make appropriate to the children and their interests. Planning for each theme includes two weeks for children

to consolidate and practice new skills they have learnt. Plans show that all areas of learning are included but staff do not always evaluate activities to ensure learning intentions have been met. Base assessments are not always completed for children as they come into the group. Staff make regular observations on all children, but these are very limited, therefore individual plans to ensure children are making progress are also limited.

Most children move around between activities very confidently choosing which activity they would like to take part in. They are all becoming very independent in their personal care and are beginning to help with small tasks such as tidying up. Children approach the staff with trust and seek them out to help them like when they want to learn to skip, or to have a story read to them. Children are learning how to behave in a group situation; they are beginning to listen to others and to co-operate, remembering to take turns. Children use language very well; they confidently answer their name when at registration. They interact very well with others and link up to carry out activities and talk, for example two girls who pretended to read stories to each other, copying the adults. They all enjoy taking part in stories, interacting and anticipating what will happen. They are learning to handle books with care. Many of the children are beginning to recognise and write letters. They have made their own books to record how their beans have grown, mainly through drawings.

Children are gaining a good understanding of numbers; they use mathematics in everyday play and count up to 10 with confidence. They are learning to carry out simple calculations, to compare sizes and recognise shapes. Children do not often use the mathematical area effectively. Children have daily opportunities to experiment with water and sand, where they find out about volume and capacity. They show a great deal of curiosity in the world around them, this has been extended interestingly by the visit of a gentleman with a wide range of intriguing animals and insects. They are able to grow and care for their own vegetables and flowers. Imaginative play is well resourced and attractively presented. Children express themselves through creative activities such as painting, designing and creating pictures and objects made from various kinds of construction; they also partake fully in singing and musical sessions.

### **Helping children make a positive contribution**

The provision is good.

Children are developing good self-esteem and sense of worth through staff knowing and meeting their needs very well. For example providing for children's various dietary needs and ensuring that they understand what the parent's requirements are. Children learn to respect one another's views and are being introduced to different cultures, beliefs and traditions. Staff foster positive links with children's own cultures and family through the familiar photographs and words used in the family books. They are introducing children to the local community through the walks that they take to local parks and surrounding areas of interest. Children have access to a good range of equipment, which promote diversity in the wider world. Staff have clear procedures in place to support children with learning or physical disabilities, and children who have English as an additional language. Spiritual, moral, social and

cultural development is fostered.

Children's behaviour in general is very good. Staff manage children's behaviour positively; children are helped sensitively to understand what is acceptable. They are learning to help others and play harmoniously together. Staff are good role models they remain calm and patient. Children's self-esteem and pride are enhanced with the use of 'Positive Boards' particularly in the Bumblebees room, where they also use photographs to remind children of the rules in the room and the routines.

Children benefit from the positive friendly partnership staff have with parents, it reinforces children's sense of belonging and aids their confidence in the setting. Staff exchange information with parents daily, both verbally and in written form, which ensures consistency in care. Parents are invited to information evenings to discuss their child's progress and to 'stay and play sessions' when they can experience a sample of their child's day. The parent's forum ensures that parent's views are exchanged with the staff.

## **Organisation**

The organisation is good.

Children benefit from the care provided by the enthusiastic staff team who work very well together; they understand their roles and duties and work co-operatively. The managers consider that training for all staff is a priority, so that they remain motivated and their practices are up to date. The nursery is organised very well to ensure the comfort and welfare of the children, all children are assigned to key workers. Recruitment and vetting procedure ensure children are well protected. Registers do not always show the deployment of staff. The various documents that make up the operational plan are working documents and along with the policies and procedures are reviewed regularly.

Leadership and management of the nursery education is good. Staff receive clear guidance and support from the manager and her deputy. The manager has made several recent changes to the deployment of staff which includes a new team in the room for funded children. All are keen to improve the education that the children receive. Staff are attending additional training and action plans are being activated. Children are making satisfactory progress. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The nursery was set actions at the last Children Act inspection to ensure that the correct ratios of staff to children were maintained at all times and that their numbers should be recorded accurately. Strategies have been put in place to ensure that relief staff can be called into the nursery when necessary. Daily registers are maintained to record all that are present to ensure the safety of children. A recommendation was made following the Foundation Stage inspection that there should be sufficient staff working directly with the children. There are adequate staff working directly with the children to support them in their learning.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted..

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## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure registers record the deployment of staff

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- carry out appropriate observations, so that plans for individual children's future learning can be made
- make evaluations of planned activities to review whether learning objectives have been made.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)