



## Woodpecker Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY314720
<b>Inspection date</b>	11 May 2006
<b>Inspector</b>	Karin Lane / Janet Marie Thouless
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<b>Registered person</b>	Woodpecker Woodfield Ltd
<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 good.

### WHAT SORT OF SETTING IS IT?

Woodpecker Nursery is run by Woodpecker Woodfield Limited. It registered in 2005, previously having been registered with Independent Schools Ofsted, and operates from 11 rooms on 2 floors of a large house which was formally used as a school boarding house. It is situated in rural surroundings close to Tangmere, West Sussex. A maximum of 104 children may attend at any one time. The nursery is open each weekday from 07:45 until 17:45 all year except bank holidays and between Christmas

and New Year. All children share access to a secure outdoor play area.

There are currently 71 children aged from birth to under 5 years on roll. Of these, 22 children receive funding for nursery education. Children attend from a wide area. The nursery currently supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs 11 staff working directly with children. Ten of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about how to keep themselves healthy through specific activities and daily routines. For example, they enjoy visits from dental advisors and have learnt why they need to brush their teeth. They learn to wash their hands after messy play and before eating, using soap and water effectively. Older children independently use tissues, which are readily available, to wipe their noses. Effective procedures are in place to sustain good levels of hygiene throughout the nursery. Babies are changed on clean changing mats, staff wear gloves and dispose of nappies appropriately. Anti-bacterial cleaners are used effectively to wipe tables used for meals and to sanitise toilet and changing areas. Children have clean cots and mattresses and their own bed-linen; they can sleep according to need and are monitored well. Children are well-protected from the sun when they play outside as they put on their hats, sun-cream is applied by staff and structures have been erected in the garden to give shade. Children are well-protected as sufficient staff hold current first aid qualifications and understand the procedures to follow if children have accidents or require medication.

Children have a very positive attitude to physical play and enjoy using a variety of large equipment. They benefit from outside play every day. Older children are dressing themselves appropriately with increasing skill, for example putting on coats and wellington boots in wet weather.

Children benefit from healthy meals and snacks which are cooked on the premises. Their individual dietary needs are fostered well because staff take parents wishes into account and keep them informed about what children have eaten and drunk during the day. Plenty of vegetables are included within menus including for example, grated carrot and swede hidden in a shepherds pie. Children enjoy their meals often asking for seconds. Younger children are helped to eat with spoons. As they develop, staff encourage them to begin to use knives, forks and spoons which are used with increasing confidence. Older children help themselves from jugs of water in their classroom and regular breaks are taken throughout the day ensuring children are hydrated.

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

The provision is good.

Children benefit from safe and secure premises. Rooms are large, bright and well-decorated. Children are protected because good security arrangements are in place enabling staff to carefully monitor anyone wishing to gain entry. Staff ensure children understand when they need to take extra care, for example on the stairs when children learn to hold the rail. Fire safety systems are in place and regular fire drills help children become familiar with procedures. Children are well-monitored when they sleep; babies are checked every 10 minutes and a member of staff stays in the room with older children. Action is taken when hazards are identified for example, incorporating rubber matting on slippery areas of grass. Children use a wide range of good quality toys and equipment for both indoor and outdoor play. Resources are appropriate to children's age and stage of development and many are easily accessible enabling them to make independent choices about their play.

Children are safeguarded because staff have good understanding of the signs and symptoms of abuse. They have updated their knowledge of local procedures through training and know what action to take if they have concerns about children in their care.

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

The provision is good.

Babies are happy and settled because staff provide a warm and welcoming environment for them. They make eye contact with staff and like to be held. Staff respond well by, for example singing and talking to them. Babies benefit from exploring interesting and stimulating resources including multi-textured treasure baskets and sensory bottles filled with varied liquids, glitter and lentils which they look at with fascination.

Younger children play harmoniously together and enjoy well planned activities. For example they have a role play hospital and props such as a stethoscope are used effectively to support a story about going to the doctor. Children experiment with sand and water play and become very excited during an activity with shaving foam. Younger children confidently select and look at books effectively supported by staff. They make themselves comfortable and turn the pages, happily pointing to the pictures. Creativity is not always fostered as craft activities are sometimes very adult-led, for example children being given a picture of a house and being told where to stick pre-cut coloured straws.

Staff are beginning to use the Birth to three matters framework effectively to plan activities for younger children and babies, ensuring their progress and development. Posters are displayed and assessment booklets have been started and staff make simple written observations about children's achievements.

Nursery Education.

The quality of teaching and learning is good. Staff have good knowledge of the Foundation Stage. They have attended training on it and regularly attend additional relevant courses to enhance their practice. Activities are planned based on the early learning goals taking the stage of children's development into account. Planned group activities take place each day with staff working directly with the children helping them to learn using a good range of resources. Staff interact very well with children asking questions and supporting their play.

Children's speaking and listening skills are developing well. Children are confident to talk to the rest of the group during "show and tell" and sit attentively to listen to others. Children participate with enthusiasm to action rhymes and songs and spontaneously sing "see-saw" when playing on the equipment in the garden. Stories are well-read by staff who ensure all the children are included by appropriate questioning. Children are learning to recognise letters and sounds and some can spell their name correctly, while others do this with adult support. They choose reading books to take home and some children can confidently read simple words in isolation. There are plenty of opportunities for mark making, for example children write lists and letters during role play in the Post Office. Children's mathematical development is being fostered well. Children count how many are present at registration time and planned activities are used to help them to learn to calculate more and less. Children count confidently to 10. They learn about capacity through sand and water play using a variety of containers. Children are developing personal independence for example washing their hands. They take turns learning through agreed rules that only two children can play in the sand. Children use technology with confidence including computer, mouse, cash register and telephone. Children have limited opportunities for creative activity, for example using ready cut paper for sticking and they make little use of the painting easel provided. Physical development is enhanced both by the use of large outside equipment but also by the provision of activities such as templates and threading which aid eye and hand control. They find a cushion to sit on at circle time which helps them become aware of their own space. They are able to run and use ride-on toys with skill. The development of the outside play space enables children to begin to learn about the world around them by growing plants and helping to build a willow shelter.

Staff make sure that children's individual developmental needs are being met. They know the children very well and tailor activities to their stage of development. Achievement books include dated items of children's work and photographs of their activities and show that children are making progress.

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

The provision is satisfactory.

Children are well-settled because staff have good awareness of meeting their individual needs. For example, children's sleep patterns and dietary needs are met. Children become aware of their own and other cultures by playing with suitable resources and planned activities. They celebrate festivals for example Diwali and sample foods from around the world. Toys and resources appeal to both boys and girls. Spiritual, moral, social and cultural development is fostered and children relate

well to staff and towards each other. Children behave well and they are helped to understand right from wrong as they are taken to one side and quietly given clear explanations by staff. Children receive praise and politeness is encouraged as there are expectations of "please" and "thank you". Adequate measures, including liaising with parents, are in place to support children with special needs and who have English as an additional language. However, there is a lack of forward planning and written records which is not aiding their development and progress in nursery.

Partnership with parents is satisfactory. Parents of the youngest children receive written up-dates of their child's day and all parents are made welcome and have the opportunity for discussions at the beginning and end of the day. Good individual care plans are drawn up for the youngest children and are reviewed with parents after six months attendance at nursery. Informal discussions with the parents of older children help staff to find out the child's stage of development. Policies and procedures are not displayed so parents cannot refer to details about the organisation of the nursery without asking staff. Parents meetings are held; with activities laid out to enable parents to see what their child participates in. Notice-boards include details of planned topics for the year and daily plans for children receiving nursery funding. The nursery has identified that parents receive little information about how the nursery delivers the early learning goals, although the curriculum guidance for the Foundation Stage is displayed for reference. The provision of book bags and a related communication book is an example of how the nursery and parents work together to develop children's reading skills.

## **Organisation**

The organisation is good.

Children are cared for in a well-organised environment enabling them to feel confident and at ease. They receive good support from well-deployed staff who understand their roles and responsibilities. Children's welfare is promoted by good staff recruitment procedures and their secure knowledge of the regularly up-dated policies and procedures which relate to the nursery. For example, all visitors to the nursery must sign the visitors book and are never left alone with children. All required documentation, including a complaints log is in place. However the complaints procedure does not include how to contact Ofsted, and the child protection policy does not detail the procedure to follow in the event of an allegation made against a member of staff. Records are well maintained, however, as some are kept at the reception desk, confidentiality is not maintained.

Leadership and management is good. The manager has clear commitment to improving the care and learning of children and spends time in the nursery assessing and monitoring daily practice. Staff work well together as a team. The manager closely monitors nursery education by checking staff planning. She ensures developmental records are maintained and that children are making progress by examining their achievement books. Staff training needs are identified during regular appraisals and staff undertake appropriate courses to enhance their skills and develop their knowledge. Staff meetings held regularly are used to share information and plan for the future. The use of outside play space has been identified by the

nursery as an area for improvement. They have examined their practice and involved an outside agency, Learning Through Landscapes to help them develop this area.

The nursery meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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

## **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 good.

## **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):

- develop staff's knowledge and understanding to implement additional ways to support children with special needs and who have English as an additional language
- ensure confidentiality of written records is maintained
- include details of how to contact Ofsted in the complaint procedure and the procedure to follow in the event of an allegation made against a member of staff in the child protection policy

### **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):

- ensure children are provided with opportunities to make independent choices in creative media

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