



Woodlands Day Nursery

Inspection report for early years provision

Unique Reference Number	EY316243
Inspection date	17 July 2006
Inspector	Mary Kelly

Setting Address	Bullkington Village Centre, School Road, Bullkington, Warwickshire, CV12 9JB
Telephone number	02476 312121
E-mail	
Registered person	Saleem Clegg
Type of inspection	Integrated
Type of care	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.

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?

Woodlands Day Nursery was registered in 2005 and operates from a self contained building on the site of Bulkington Village Centre. It operates from five playrooms, a kitchen, toilets, staff room and office. A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 17.30 all year round. There is a safe, secure area for outdoor play.

There are currently 49 children aged from seven months to under five years on roll.

Of these 16 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs thirteen staff, 11 of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have daily access to an outdoor area where they benefit from fresh air, exercise and participate in a good variety of physical activities for the younger children, which contributes to their good health. For example they learn to pedal bikes, use a slide and balance on the stepping stones.

Staff implement clear procedures for administering first aid, and at least half of the staff hold a first aid certificate, this ensures that children's well-being is always promoted in the event of an accident. Children are well protected from the spread of infection because staff and children have a good understanding of the importance of implementing hygiene procedures. For example, children wash their hands frequently and they are aware that they need to do this to wash the germs off.

Children's individual dietary needs are met effectively, as they are discussed with the parents at the initial home visit and parents are encouraged to either pack wholesome packed lunches for the children or to have a nutritious meal cooked freshly on the premises. The setting provides a good range of healthy and nutritious snacks, including vegetable sticks and a variety of fresh fruit. Snack times are sociable occasions with staff providing the older children with good opportunities to develop their independence, by choosing when to have their own snacks and choosing opening the straws for themselves. Children are able to freely and independently access water at all times from their own containers, this ensures that they remain hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. The setting is decorated with the children's own work and staff prepare the room prior to the children arriving. A well adapted settling in procedure encourages the parents to stay with the children for as long as they need to initially. As a result, children settle well and quickly. Children are encouraged to move around the rooms freely and they have access to a good range of resources to support all areas of learning. Staff ensure that all resources provide a good level of challenge for the age and stage of development of the children. Children's safety is adequately promoted as staff make sure that the resources are safe and well maintained, however in one of the rooms there were trailing wires that had not been identified by the staff, therefore on this occasion children's safety

maybe compromised.

The nursery places good emphasis on the arrival and departure procedure and ensuring that the children's safety is maintained. Staff are present at arrival and departure times and all visitors are asked for identification and asked to sign in the visitor book. Children's welfare and well-being are fostered and children are kept safe. Staff have a good awareness of health and safety issues and risk assessments are used to reduce any potential hazards. Detailed information is recorded on the accident sheets and parental signatures are gained ensuring that adequate discussions are held to discuss the accident that occurred. Staff are deployed effectively and the layout of the rooms and outdoor play area ensures staff can maximise the safety of the children at all times.

Children's welfare is well promoted as staff have a professional understanding of their role in managing child protection issues, for example staff have been proactive in attending courses to extend their knowledge and understanding and updated the group's policy to reflect Local Safeguarding Children's Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a good range of enjoyable and varied activities and play opportunities which they find interesting and fun. Activities are well planned and staff make effective use of the 'Birth to three matters' framework and foundation stage curriculum. Staff know the children well and cater for their needs appropriately, showing an awareness of their individual abilities. For example, additional activities or support are provided for the children who need to be extended or suitably adapted activities for the younger children. Children feel genuinely valued and are developing confidence and self-esteem, they are praised by staff constantly throughout the day for their efforts and achievements.

Older children's independence is promoted through a variety of opportunities such as, accessing their own snacks at snack time and getting their own fruit. They move around freely accessing toys and play equipment. Staff ensure that children are fully involved in a wide range of enjoyable activities however the organisation of resources for the younger children need to be reviewed so that they can have some opportunities to be independent. Many activities are in place to develop their imagination, language and creative development, for example, use of messy play and physical activities every day.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and early learning goals. They are deployed effectively which means children benefit from a good level of support. Children engage in a wide range of well prepared activities that challenge and excite them. They learn about themselves and the wider community through sharing their own experiences and culture, such as celebrating a range of festivals from other cultures and regular visits to places of interest. Staff manage children's behaviour very well by creating an

atmosphere that ensures the children are aware of the boundaries, with strong, consistent limits. Children have access to a good range of resources that supports their learning across all areas of development.

All children are very keen to share their experiences with staff, and the other children. They are sociable and engage in conversation readily with their peers, staff and visitors. The space available is well organised and resources are laid out to promote independence and stimulate the children's interest.

Staff use mathematics in every day situations and as a result children learn to solve number problems during every day situations. Older children count reliably up to 10 and some beyond and many use language to describe and compare shape, position and size. Children show an interest in numbers and are well supported in developing their skills for counting.

Children's physical skills develop and improve through a wide range of experiences, including music and movement. Children show a good awareness of space for themselves and others for example when riding the bikes outside. There are daily opportunities for the children to be creative and practise writing for a purpose in the writing area and writing their names on their own pictures. They show a great interest in books, accessing them independently and listening to stories. Good emphasis is placed on developing children's communication, language and literacy skills, such as linking letters to sounds and being able to recognise their names. Some children are able to write their names. Children's interest in books is supported through the library loaning scheme where the children take books home to share with parents. There are very good opportunities for children to find out about their local community and environment, they go for walks in the local area, and visits to the local shops and park. They enjoy using their senses to explore a wide range of materials including malleable materials which are accessed on a daily basis.

Planning is flexible, clear and covers all areas of the curriculum. There is a good balance of adult and child-led activities. Planning for small group activities ensures that staff have a good understanding of the learning intention, however it isn't clear how staff adapt the activities for children of different stages of abilities. Children are given many opportunities to revise any new skills they have learnt as staff repeat the activities regularly for the children.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. All children are welcomed into the setting and staff know the children well. They are aware of their individual needs and preferences, by establishing good relationships with parents. This ensures the children feel secure and settle quickly. Children develop a positive attitude to others and have a great understanding of the wider world and local community. Staff plan a range of activities and positively use resources to increase the awareness of diversity and a range of festivals and celebrations are explored. The children's spiritual, moral, social and cultural development is fostered. This is done in a number of positive ways throughout the activities that are provided for the children.

Children behave very well and are starting to understand right and wrong, whilst supported by consistent boundaries and age appropriate methods used by staff. Staff encourage children to play with each other, sharing toys, respecting each others and being considerate. Children are given praise verbally, and are rewarded for all achievements, for example use of stickers. Children respond well to this and this supports their self-esteem and confidence.

Parents are given regular information about the setting, and currently there is a complaints log in place therefore in the event of a complaint about the service, parents will be able to make a prompt complaint.

The partnership with parents and carers is good and they have sensitive settling in procedures that are tailored to suit the families needs. Key worker staff meet the children and parents at the nursery prior to them starting at the setting and get to know each other well. Children benefit from effective sharing of information through frequent newsletters, daily verbal and written feedback sheets as well as parents evenings. Parents are made aware of current topics within the setting and this assists the parents to become involved in their child's learning. Parents receive helpful information about the setting, policies, procedures, however staff need to further develop the information given to parents in regard to the foundation stage curriculum so they are aware of how their child will be developing towards the early learning goals.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Indoor space is laid out to maximise play opportunities for the children. Staff are clear about their roles and responsibilities and clear induction procedures are carried out for new staff and students, and children benefit from this being in place. Children benefit greatly from staff who deployed themselves well, who consistently interact with them and give children excellent support, care and encouragement. This ensures that the children feel secure, safe and confident and promotes their well-being and development.

The leadership and management of the nursery education is good. This contributes to children making good progress towards the early learning goals. Staff have a good understanding of the foundation stage curriculum and are all involved in planning the curriculum to ensure that the children are making rounded progress in all areas of their development. The setting have a vision about their aims and objectives and are committed to improve the quality of care and education of all children. All staff are committed to continuous improvement and development and there is provision for individual ongoing training.

Children's care is enhanced through efficient and effective organisation. Staff implement policies and have efficient recording procedures in place to protect the children's health and well-being. Policy documents are reviewed and updated annually and all staff, students and parents are made aware of any changes.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since 1st April 2004 Ofsted have not received any complaints about this provider.

The provider is required to keep a record of complaints made by the 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):

- make sure that trailing leads are safe in all areas accessed by the children
- improve the organisation of the toys and resources for the younger children in order that they have opportunities to be independent.

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):

- continue to develop planning to ensure that all staff are clear about how to adapt activities for children of different abilities
- further develop the information shared with parents in regard to the foundation stage curriculum.

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:

