



Woodlands Park Nursery

Inspection report for early years provision

Unique Reference Number	EY287236
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Registered person	Woodlands Park Nursery Centre
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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.

WHAT SORT OF SETTING IS IT?

Woodlands Park Children's Centre is a local authority maintained nursery school, run by The Board of Governors for Woodlands Park Children's Centre, which is made up of parents and community members. It registered in 2004 and offers full day care and out of school care. It operates from a purpose built, one storey building. The full day care provision has access to two of the play rooms (yellow and purple room) and the out of school care has access to three of the play rooms (blue, rainbow and the Sure Start rooms). Both provisions have access to toilet areas for staff and children, a kitchen, office, staff room and each have access to their own fully enclosed outside play area.

The full day care provision currently has 50 children aged from 0 to under 3 years on roll and the out of school provision currently has 44 children aged from 3 to under 8 years on roll. Both provisions support a number of children with special needs and a number of children for whom English is an additional language.

The full day care provision opens 5 days a week, 48 weeks of the year, from 08:00 to 17:45 and the out of school provision opens term-time only from 08:00 to 09:00 and 15:30 to 17:45 and during school holidays from 08:00 to 17:45.

There are 12 full-time staff and four part-time staff working in the full day care provision with the children, 10 of whom hold early years qualifications and 1 of whom is working towards NVQ level 2.

There are 4 full-time staff and 4 part-time staff working in the out of school provision with the children, 4 of whom hold early years qualifications. A supernumery manager and deputy manager manage the whole centre.

The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean, child centred environment. They follow good personal hygiene routines helping to prevent the spread of infection and some of the older children independently wash their hands before eating their meal or after having played in the garden without needing reminding.

Children's health is generally well promoted as staff have relevant first aid training and have a clear understanding of procedures to follow should a child become ill in their care. Details of their individual health needs are readily available in the event of an emergency however, parents signature is not included in the medication or accident records. This could compromise children's safety.

Children benefit from a healthy diet. They enjoy varied, well presented and nutritious meals and snacks that comply with their dietary requirements. Children are able to practice and develop their independent skills through feeding themselves and scraping their own plates after eating. They are learning about different foods as they talk to each other and staff about a vegetarian diet, recognising that a variety of foods contribute to a healthy balanced diet. Water is not readily accessible to children throughout the day and this could impact on their health.

Children enjoy a wide range of play opportunities and experiences that promotes their physical well being and development. They ride bikes, climb and push each other in push and pull vehicles in the garden, skilfully. Children use tools/kitchen equipment such as large spoons or buckets and spades in the corn flour and sand and move or bang rhythms out on a drum to music to further develop their gross and

fine physical skills. The younger children join in some activities alongside the older children as staff adapt play opportunities to suit varying stages of development. All children are able to sleep and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to take responsibility for keeping themselves safe and learn about potential dangers as staff skilfully and positively explain safe practices to children. Implementation of risk assessments and removal of hazards, further ensures children's safety.

Children move safely and confidently around their environment, making their own choices about their play. Space is well organised and used effectively to allow children opportunities to be active, engage in physical activities, table top and floor activities and to enjoy opportunities to relax and share books in a comfortable environment with soft chairs and cushions.

Children access a very good range of play equipment and resources, much of which is presented at low level in labelled boxes and in open storage trolleys. The learning environment is bright and stimulating, welcoming to both children and adults, which enhances children's learning and increases opportunities for them to be independent and develop self-esteem, for example, as they notice their creative work displayed.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery. They arrive happy and confident and quickly settle, making their own choices about their play. Strong, nurturing relationships between staff and children help younger or children who are upset, settle and become familiar with their surroundings and the daily routine. Children are interested in activities and involved in their learning. Children progress well because staff are skilled and use their good understanding of early years guidance such as the Birth to three matters and the Curriculum guidance for the foundation stage, to provide good quality care and learning experiences. Staff know children well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff developing a strong sense of trust.

Children enjoy the textures of natural materials and the colours and sounds of a variety of other toys which they explore with interest. Babies and young children develop early communication skills as they attract attention of staff who respond well to their sounds and other forms of communication such as gestures and facial expressions. Children are also learning other methods of communication such as sign language as staff read and sign stories.

Children's mathematical thinking and problem solving is fostered well by staff skilfully

encouraging children to understand one to one correspondence or make comparisons during play activities ie counting candles on a cake or size ordering with doll house figures.

Children enjoy opportunities to express imagination through role-play or using props to tell a story and experience a range of media and materials encouraging them to explore their senses. For example, through treasure baskets or heuristic play (encouraging children to discover of solutions). Staff talk about how each child is progressing and plan according to individual needs and interests. They recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn to play and work together in large and small groups as well as independently.

Helping children make a positive contribution

The provision is good.

Children have good levels of confidence and value themselves and one another. Children are learning about diversity through positive play materials that are provided. They show concern for their peers for, example, by saying sorry to them when they have upset them. Children with special needs are very well supported as staff, parents and professionals involved in the child's care regularly share information about equipment or play opportunities that will develop and enhance their learning. A positive, inclusive environment is encouraged and staff adapt activities to ensure that all children can play alongside their peers.

Children behave well as staff are positive role models. They learn to negotiate, resolve issues and make their needs and feelings known through gestures and positive language.

The individual needs of all children who attend are met, as staff regularly exchange information with parents of children's activities and care, through home visits, parent consultation meetings and the children's developmental record books. Relationships with parents are friendly, yet professional and they are welcomed into the group and take part in activities, for example, during Black History Month. Parents views are important to the group and concerns that have been raised have been appropriately resolved by the group. This contributes to consistencies in the children's care. On the day of inspection parents expressed how happy they are with the service provided and that they have regular feedback on how their child is progressing.

Organisation

The organisation is satisfactory.

The registered person uses effective recruitment procedures which ensure that staff are appropriately qualified and vetted. Staff are experienced and work well as a team. Not all policies and procedures are in line with the National Standards or current legislation and they are not all readily available to staff and parents which could impact on children's welfare.

Staff attend training to update their knowledge and understanding of good childcare practices and are aware of improvements they need to make as the group regularly evaluate their practices.

The nursery environment is well-organised and staff are appropriately deployed.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since April 2004 there have been four complaints relating to; National Standard 1 – Suitable Person in relation to the implementation of Child Protection procedures, risk assessments of children's supervision and the monitoring of individual children on the premises. A child protection strategy meeting was held at which the provider made a number of proposals to improve staff training, supervision and monitoring of children on the premises. Also to introduce a curriculum theme on appropriate boundaries for children and implement this in partnership with parents. The head of centre has fed back that all proposals have been implemented.

National Standard 2-Organisation in relation to meeting child: staff ratios, staff qualification requirements and maintaining accurate daily attendance registers: the provider was asked to investigate and fed back qualification requirements were met and that ratios during the school day were higher than the 2:26 required for a nursery school. Children Act ratios were met at all other times and with under 3's and accurate attendance registers are maintained.

National Standard 6 – Safety in relation to the effectiveness of the security system in managing unauthorised access to the registered day care; the setting's building work to build a second set of security doors which ensure only authorised access to the setting has been delayed until January 2006. In the interim office staff only buzz identified persons into the building and have an overview of the entrance to the centre and the door of the other users room and all staff are trained to challenge unauthorised adults.

National Standard 8 - Food in relation to staffs knowledge of children's dietary needs. Systems have been implemented to ensure staff are continually updated on children's dietary needs.

National Standard 12- Working with Parents in relation to maintaining effective systems for exchanging information, sharing views and taking appropriate action on concerns raised. The provider fed back a database of parents' details and emergency contacts is maintained effectively. Also the centre has an effective system that invites parents to share their concerns with staff and explains the process by which to make a complaint. The provider has, in response to the complaint, reviewed all policies to improve transparency. The provider remains qualified for registration.

The provider has made a record of the complaints in their complaint record.

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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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 medication and accident records are signed by parents
- improve children's access to water
- update policies and procedures in line with national standards and current legislation and improve accessibility to staff and parents

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