



Woodlands Day Nursery

Inspection report for early years provision

Unique Reference Number	314768
Inspection date	23 November 2006
Inspector	Maralyn Chiverton
Setting Address	Goole & District Hospital, Woodland Avenue, Goole, North Humberside, DN14 6RX
Telephone number	01724 290461
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Registered person	For Under Fives Ltd
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Woodlands Day Nursery is a privately owned facility which runs in an independently sited building within hospital grounds, providing full day care provision for the local community. It is part of the For Under Fives Ltd chain of nurseries and is situated on the outskirts of Goole, close to the M62 and local amenities.

The nursery is open from 07.15 to 18.00, Monday to Friday for 52 weeks per year, closed only on bank holidays. It is registered to provide care for 48 children at any one time and currently has 86 children on the roll who attend on a full-time and part-time basis. Of these, 24 are in receipt of nursery education funding. All children share access to a secure enclosed outdoor play area.

The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff, the majority of whom have a recognised early years qualification. The nursery is a member of a recognised day care association and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy because all staff follow appropriate practices which generally meet their individual health needs. For example, there are effective policies and procedures in place with regard to children's personal hygiene. These include wearing protective clothing to prevent cross-contamination when changing nappies, wiping down of surfaces and washing of children's hands prior to eating. However, not all staff are consistent in following these procedures.

Children are beginning to understand about the importance of good hygiene practices through discussion and simple explanation. They know they wash their hands to prevent germs from making them ill. Children are kept free from infection through a detailed sick child policy which is made available to all parents. The policy includes information about communicable diseases with their incubation periods as well as information about slapped cheek and hand, foot and mouth disease.

Children are provided with a well-balanced and nutritious diet which can be adapted to meet any special requirement if necessary. Meals times are social occasions and children are encouraged to be independent; they are given a choice of sandwiches at teatime and are encouraged to pour their own drinks. Their understanding of the benefits of a healthy lifestyle as well as the changes to their bodies after exercise are satisfactory promoted through discussion and planned activities. For example, they make pictures of healthy foods. Children's enjoyment of physical exercise is promoted through access to a large outdoor area as well 'Tots in sports'. They are provided with periods of rest and relaxation which are included in the daily routine.

Younger children and babies benefit from the staff's good knowledge, understanding and awareness of their sleeping and eating patterns gained from working closely with parents. For example, parents of very young children are asked to provide a written routine for their child that staff follow. They are encouraged to share information and are provided with daily written notes in their child's own diary. This ensure children's individual needs are well understood and met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an appropriate, safe and secure environment which minimises the risks of accidents and promotes their safety. For example, there are effective policies and procedures,

such as written risk assessments and fire evacuation procedure. However, the fire evacuation policy does not include specific procedures for children less than two years of age.

Children are provided with a wide range of toys and resources which are of a good quality, safe, suitable and purposeful. Young babies and toddlers have opportunities to independently access this equipment as it is presented for self-selection. However, a surplus of tables and chairs required for mealtimes does limit older children's ability to be able to safely and independently choose an activity to play with.

Children's understanding of how to keep themselves safe from accidental injury is well promoted through reinforcement and simple explanations, such as 'We need to sit on chairs properly so as not to fall off and hurt ourselves'. When on outings children wear a label with the telephone number of the setting and a register is taken as well as a small first aid kit.

Children under two benefit from good opportunities to make choices and understand the need for a balance between freedom and safe limits. For example, they have access to a ball pool and small rocker. Their safety is well promoted through the strong partnership between parents through regular communication.

Children are protected sufficiently from harm through the good overall knowledge and understanding of staff with regard to child protection issues. A number of staff have a valid first aid certificate whilst others are waiting to attend an appropriate course.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident, settled and happy in their environment. They show good interest and enjoyment in their play. They are provided with a wide range of toys and activities as well as appropriate opportunities which sufficiently develop their emotional, physical, social and intellectual capabilities. Children are provided with a daily routine of activities which are mainly adult led. They are directed to activities for a period of time which does not always allow them time to enjoy a particular activity, as well as limiting their ability to independently develop their learning.

Children under three are provided with fun activities, such as printing using balloons. However, a lack of interesting natural materials limits opportunities for children to represent their unique perceptions of the world around them as well as developing their natural curiosity.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have sufficient knowledge and understanding of the Foundation Stage, which ensures children make satisfactory progress in all six areas of learning. Staff interact and support children appropriately. Children have access to a wide variety of resources which are purposeful, developmentally appropriate and effectively used in focused activities to promote children's learning. However, they are not always effectively deployed to ensure children are provided with enough variety to promote independent learning through individual choice.

Children's progress is recorded in their individual files and includes children's own work, staff observations and photographs. However, the information is not effectively used to promote the next steps in children's learning. Children have a good understanding of acceptable behaviour and show interest in what they do. They use a variety of tools for mark making and are able to recognise and write their names as well as using correct phonic sounds. Children count competently up to 10 and beyond and show good recognition of shapes and patterns.

They demonstrate a good awareness of the natural world through discussion and planned activities. Children enjoy using their senses to explore a wide range of activities and experiences, such as baking biscuits.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Many of the children are siblings of older children who attended previously. Children benefit from staff's good understanding of how to raise awareness and promote equality of opportunity through encouraging children to participate in all activities and not to be stereotyped at any time.

Children with learning difficulties or disabilities benefit from through the very good knowledge and understanding of the designated special educational needs coordinator; she has a very effective working relationship with external agencies and regularly attends a local support group.

Children are generally well behaved. They are encouraged to take responsibility for their own behaviour through effective behaviour management strategies and methods. For example, they are consistent and appropriate to children's age and stage of development. Children are well supported by staff; they are given lots of encouragement, support and praise.

Children's spiritual, moral, social and cultural development is fostered. For example, they take turns, share, and show concern and acceptance of the needs of others. They understand right from wrong through simple explanations, such as 'We have to take our turn and share to be fair to the other children'. Children develop a positive attitude and good understanding of the needs of others and the wider world through effective displays, positive resources and discussions.

Partnership with parents and carers is good. Parents are warmly welcomed, their views and ideas valued and respected. They receive information about the provision through an attractive information pack which also includes information about the Foundation Stage. Weekly activities are displayed, which encourages parents to be involved in their child's learning by providing resources to link in with planned topics. They receive information about their child's progress through discussing their child's individual file which records their progress and achievements.

Organisation

The organisation is satisfactory.

Children are provided with an environment which is generally well organised. There are well-written policies and procedures in place. However, these are not always effectively implemented to ensure the provision runs smoothly and efficiently and allows children's welfare, care and learning to be well promoted at all times. For example, the fire evacuation procedure for children aged less than two years is not sufficiently rigorous.

Children are kept free from risk of harm through a formal, effective recruitment procedure and the good knowledge and understanding of the issues and procedures surrounding child protection of all staff. The majority of staff have a recognised early years qualification whilst others are working towards one. The provision is managed by full-time and part-time staff with effective contingency plans in place to ensure the adult to child ratio is well maintained and adhered to.

The leadership and management of the nursery education is good overall. Staff work well as a team and are encouraged to develop their knowledge and improve their practice through regular training. The setting evaluates its provision through questionnaires to parents, annual appraisals and team meetings. Staff are enthusiastic, motivated and committed to improving the quality of care and education they offer. However, there is no formal procedure for monitoring and evaluating the nursery education provision, which limits children to making satisfactory rather than good progress. Parents are kept well informed of their child's progress through daily diaries, informative noticeboards, and written and verbal communication.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last care inspection the setting has taken steps to further enhance the service already provided through training.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 all staff are consistent in promoting the good health of children to allow all children to be kept free from infection at all times
- review fire evacuation procedures to ensure there is a written designated person to support staff caring for children under two years as well as appropriate fire evacuation equipment
- ensure space and daily routines are effectively used to allow children to access toys and activities with freedom and safety as well as allowing them to independently develop their own learning
- introduce a wider selection of natural materials to allow children under two to develop their natural curiosity and represent their unique and individual perception of the world around them
- introduce a system for ensuring all staff members fully understand and implement effectively the policies and procedures of the provision.

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):

- use evaluation of planned activities and experiences more effectively to plan formally the next steps in individual children's learning
- introduce an effective procedure for monitoring and evaluating the nursery education provision.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk