



Woodlands Nursery

Inspection report for early years provision

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| Unique Reference Number | EY321149 |
| Inspection date | 03 July 2006 |
| Inspector | Joan Isabel Madden |
| Setting Address | 28 Ridgeway Road, Timperley, ALTRINCHAM, Cheshire, WA15 7EY |
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| Registered person | Woodlands Nursery 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 opened in 2006 and is privately owned. It operates from seven rooms in a large detached house in Timperley, Cheshire and serves the local area. The two baby rooms are on the first floor. A maximum of 48 children may attend the nursery at any one time. There are currently 61 children on roll from nought to three years, and of these five children are receiving nursery funding. Children attend for a variety of sessions. The setting supports children with disabilities.

The nursery opens five days a week all year round. Sessions are from 08.00 until 18.00.

A total of 10 full-time staff and two part-time staff work with the children. Of these, eight members of staff have early years qualifications to Level 3. There are two members of staff

currently working towards a recognised early years qualification. The setting receives support from Trafford Sure Start Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The staff follow clear hygiene routines that are on a checklist, to protect the children from cross contamination. The children's tables and babies' low chairs are wiped with antibacterial solution before and after food. Staff operate a 'hot bag' system for bedding where children are allocated their own sheets and blankets at the beginning of the week and these are kept in a named bag. This ensures they have their own bedding for the week. Bedding is washed at the end of the week. The laminate flooring is very clean and babies do not pick up any dirt as they move around. Parents comment on the newness and cleanliness of nursery. Children are learning simple good health and hygiene practices. They wash their hands at appropriate times throughout the day. High priority is put upon children wearing sunhats and creams on sunny days, helping their understanding of how to stay healthy. Children are treated appropriately for minor injuries, as staff are qualified in first aid and there are fully stocked first aid boxes. Documentation relating to accidents and medication is correctly maintained, helping to underpin sensible procedures.

Nutritious food and discussion promotes the children's good health. High priority is given to providing the children with healthy food. Meals are cooked from natural ingredients and include a wide range of vegetables. On the day of inspection the children enjoy toast for morning snack, moussaka followed by fruit for lunch, cheese and cucumber sandwiches and rice cakes in the afternoon. The children drink fresh water at snack and meal times. This helps them to learn about the healthy way to remain hydrated. However, insufficient emphasis is put upon the children independently accessing water, this limits their access to water. Children have their health and dietary needs met because staff work well with parents. Their dietary needs are recorded onto the application forms and then transferred onto records in each base room. Staff notify the kitchen staff of the children's dietary needs each day. This ensures all staff are aware of children's dietary needs and the wishes of the parents are respected.

Daily routines include activities to help children develop physical skills, widen their boundaries, and develop a healthy lifestyle. They have good opportunities to play and learn outside in the large garden where the older children are able to run vigorously and freely. They play on a range of equipment that promotes their large physical skills. Children find the attractive wooden climbing frame and balancing beams challenging, enabling them to take risks in a safe environment. Staff support the children well as they practise skills, such as pedalling tricycles, kicking, and throwing and catching balls. Children learn about where food comes from as they help to grow vegetables in the garden. The babies enjoy sitting outside in the shade.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel welcome in very clean, well maintained and nicely decorated premises that are suitable for their purpose. The base rooms are bright and airy and the two pre-school rooms have the advantage of leading out onto the garden. In the main, space is organised to meet children's needs. The toilet facilities are of a high quality and encourage the children to develop their independence skills. The nursery is maintained at a comfortable temperature with good ventilation on hot days to keep the children cool. The kitchen, laundry and staff facilities are suitable, helping to underpin the sound care of the children.

There is a broad range of resources to promote all areas of learning that are safe, clean and well maintained. The children are learning to access resources for themselves, helping to promote their independence and decision making skills. Many of the resources are in see-through labelled trays. The babies benefit from using good quality baby equipment, such as the practical, low chairs for feeding and wooden cots. They enjoy exploring a wide range of treasure baskets. Children develop their physical skills using a range of outdoor equipment that includes balls, bikes, slides, balancing beams, climbing frames and scooters.

Generally there are good processes in place to keep the children safe. Safety measures include carrying out daily risk assessments to identify and resolve hazards. The premises are secure with a tight entry and exit system to ensure the children's safety. Visitors are recorded. However, the step down into the garden is too high for the children and the man holes in the garden are a trip hazard as they jut above the level of the ground.

Children are protected because the staff understand their role in safeguarding children and are able to put appropriate procedures into practice when necessary. The procedures for reporting concerns about the children's welfare are in line with the Local Safeguarding Children Board (LSCB) procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Overall there is a reasonable range and balance of activities to promote the children's learning. They are happy, settled and have a positive attitude to play and learning. Staff are presently receiving training in the 'Birth to three matters' framework, and as a result are securing their knowledge. However, some staff still lack confidence and knowledge. Throughout the nursery the planning system and assessments for the 'Birth to three matters' framework is in a state of change. The staff are about to implement individual planning for children based on their assessments. To date there are very few assessment records to view and individual planning is not yet in place. The babies and toddlers are following group plans but the next learning steps are not always appropriately identified limiting the children's progress.

Low level mirrors help babies become aware of themselves as separate from others. They enjoy responding to the dancing, singing bear by jiggling up and down. Through a range of treasure baskets babies explore an array of objects made of cloth, metal and stone using all their senses. As they play, they make the connection that they can make a tube roll and the mirror chimes

ring out. The babies develop their physical skills by being given the opportunities to sit, crawl and roll. They climb a small climbing frame with a ramp. As the babies become mobile they have greater opportunities to explore and express themselves through physical action and sound. They experiment with paints and cars, and soon make the connection that rolling the vehicle along paper, that has been dipped in paint, makes tyre prints. They confidently move onto handprints. Generally, the children are well supported by staff. However, on occasions the staff do not enable children who are keen to take part in an activity to do so. This restricts their opportunities to join in.

Nursery Education

The quality of teaching and learning is satisfactory. Plans demonstrate a sound knowledge and understanding of the Foundation Stage. However, plans are not always effectively implemented because for part of the week, the staff working directly with the children have not been involved in planning. They lack confidence and knowledge in delivering the curriculum. This results in activities not always being appropriately matched to children's ability and staff not always being clear about the learning intentions. There is no assessment system in place to correctly identify the next learning steps for the children. Staff have built up secure relationships with the children and praise them for their achievements. However, children seem to spend a lot of time waiting for things to happen. This results in less time spent taking part in activities.

Children have positive attitudes to learning and taking part in activities. They respond well to their different roles of responsibilities, when they are appointed as monitors to carry out daily routines. Children have satisfactory opportunities to choose from a range of resources promoting their independence and decision making skills. They celebrate their birthdays in the nursery, helping to promote their self-esteem. At snack time children pour their own drinks, promoting their self-help skills and independence. Children confidently tell their news and following a recent topic on the 'Jungle' they are able to talk about wild animals. They enjoy taking part in small world play using a doll's house, however, less emphasis is put upon them taking part in role play. Children learn to appreciate and handle books as staff share stories with them. They attempt to write their own name and many can recognise their names on the coat pegs. However, there are insufficient opportunities for spontaneous drawing and painting. Children happily join in with nursery rhymes and simple songs, helping them to recognise rhythm in spoken words.

Children explore sand and water but have limited opportunities to find out about more unusual objects and show an interest in why things happen and how things work. The children learn about shape and arrangements as they work with construction kits and train tracks. They have access to a computer and are able to perform simple programs. Children are able to use mathematical language appropriately. In the garden they compare windfall apples using words, such as 'bigger' and 'smaller'. They go onto to count the apples. More able children have a very secure knowledge of numbers and confidently recognise the symbols, count, order and match numbers to 10. These children are not challenged further whilst less able children are asked to do mathematical tasks beyond their capabilities.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly greeted by staff who are interested in what the children have to say, helping them to feel a sense of belonging. The very young babies follow individual routines for eating, sleeping and nappy changes. The nursery has a routine for guidance if babies do not have one. The older babies can also rest at times throughout the day, but they all sleep together after lunch. This results in their individual sleeping needs not being catered for. Staff demonstrate a sound awareness of equal opportunities and special needs. They would challenge anti-discriminatory remarks and promote positive attitudes to other cultures, beliefs, disabilities. Children gain an awareness of the cultures and beliefs of others as they celebrate different festivals, such as 'Dragon Boat Festival'. They play with resources that reflect equal opportunities, helping them to gain a wider view of the world. Staff work in partnership with parents and other professionals to meet the children's special needs. Children's spiritual, moral, social and cultural development is fostered.

Children are well-behaved and are encouraged to be mannerly and kind. Staff adopt a calm and consistent approach, and have a sound knowledge of how to promote positive behaviour. Children play well together and are guided by staff to help them resolve conflicts with one another.

The partnership with parents and carers is satisfactory. Staff create a welcoming atmosphere and parents find them approachable. Children benefit from the positive partnership staff have developed with parents, and staff work well with parents to ensure they are included fully in the life of the setting. Parents are provided with sufficient information about the setting and its provision through display boards, policies and procedures. A daily diary sheet is completed on the children and shared with parents, informing them of events in their children's day. However, as an assessment system of the children's progress is not established, it cannot be commented on to the parents.

Organisation

The organisation is satisfactory.

Leadership and management of the nursery education are satisfactory. Staff are beginning to receive the support and guidance they need to enable them to implement an effective planning and assessment system. They are actively securing their knowledge of the Foundation Stage and 'Birth to three matters' framework. Senior staff are aware of roles and responsibilities and respond well to issues raised. There are no formal systems in place for monitoring the provision or staff. Presently the manager spends time in each of the rooms on a regular basis and decides where support is needed. If any issues arise she discusses them with staff.

Staff have a reasonable understanding of the conditions of their registration and how to meet the standards. They have a high regard for the well-being of all children. Staff are aware of their responsibilities to vet staff, however, their knowledge of how to do so is insecure. Therefore, the system is not rigorous. Staff records are incomplete and do not fully verify that staff are suitably vetted and qualified. Although this is a breach in regulations, by the end of

the inspection the manager had already taken steps to change the procedures for vetting staff to ensure the system is robust and staff records are complete.

Presently the nursery is operating with a large proportion of supply staff, ensuring the adult and child ratios are met. However, there are occasions when the staff are not effectively employed and they are unclear about the children's learning intentions, compromising the care and progress of the children. The key worker system is not fully established in younger baby rooms, limiting their opportunities of building up healthy relationships with key people. Children follow a sensible routine that includes a free-play session, snacks, adult-led activity, group discussion time, singing and story time. Generally, records, policies and procedures work well in practice to underpin the satisfactory care of the children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 complaint 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 the vetting procedure for staff is rigorous and individual staff records demonstrate they are suitable to work with children
- replenish drinking water and make it accessible to children at all times
- make the access into the garden more manageable for the children and improve safety around the manholes

- devise a procedure to ensure staff are fully aware of their roles and responsibilities to ensure they are effectively deployed and the children's individual needs are met
- continue to develop staff knowledge and understanding of the Foundation Stage curriculum, 'Birth to three matters' framework and the ways in which young children learn most effectively (also applies to nursery education).

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 it provides a broad, balanced and purposeful curriculum, ensure learning objectives are identified and that short term plans include sufficient detail to enable practitioners to make best use of activities and experiences to promote effective learning for all children (also applies to care)
- continue to develop the assessment systems, ensuring what children know, understand and can do is accurately recorded and that their progression is securely monitored (also applies to care).

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