

# Woodside Children's Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY299627
<b>Inspection date</b>	29 June 2007
<b>Inspector</b>	Anne Barnsley
<b>Setting Address</b>	2-4 Hazel Grove, Sleaford, Lincolnshire, NG34 8BG
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<b>Registered person</b>	Katie Jane Wood
<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?

Woodside Day Nursery opened in 2005. It operates from a self contained premises in a residential area close to Sleaford town centre. The nursery serves both the local and surrounding areas. The nursery has a fully enclosed play area containing large play equipment.

The nursery is open daily with the exception of bank holidays from 07.00 until 18.00. The nursery provides care for a maximum of thirty eight children under eight years. There are currently a total of sixty eight children on roll. Of these children, nineteen attend the out of school club, twenty attend the pre-school provision and twenty nine attend the baby and toddler provision. The nursery receives nursery education funding for eighteen children, eleven three-year-olds and seven four-year-olds. There are fourteen members of staff including the owner, all of whom either have childcare qualifications or are working towards them.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's good health is given high priority by staff who implement comprehensive procedures effectively and work well together as a team to ensure that all children are kept clean and comfortable. Young babies and toddlers have their nappies changed regularly and are checked frequently to ensure that their noses are wiped. The room is clean and hygienic and toys are washed to reduce the spread of cross infection. Babies and toddlers have individual face flannels and bedding which further reduces the risk of cross infection. All required documentation and parental consent forms are in place to enable the staff to act in the children's best interests if they require medical attention. All staff have a current first aid qualification and are able to deal with minor accidents should they occur. As children grow in independence they are well supported in learning about their personal care. They have a clear understanding of why they must wash their hands after messy activities, after using the toilet, before eating meals and snacks or taking part in cooking activities. Accidents and medication are fully recorded and this information is shared with parents so they obtain purposeful information about all aspects of their child's day.

Children are well nourished and gain a secure understanding of the benefits of a healthy diet. The meals are prepared on the premises by the owner and they ensure children eat a varied and nutritious diet. Children eat fresh vegetables and many different types of fruit. Once each week children have an exotic fruit day and try new fruits and learn about which country they come from and how they grow. Children are curious about where fruit comes from and one child asked where oranges come from. Children enjoy fruit and many asked for more before they had a digestive biscuit. During role play children demonstrate an understanding of the difference between healthy food and food that is not healthy when they discuss junk food and putting it in the 'bad box' in their restaurant and not using it for cooking. Any allergies or dietary requirements are complied with to ensure children remain healthy. Different coloured plates are used for children with special dietary requirements and information is posted in both kitchens so that staff are fully informed. All children have access to drinking water throughout the day and their independence skills are effectively developed as they pour their own drinks and help with some food preparation themselves. Younger children's food and drink intake is recorded in daily diaries for parents.

Children enjoy a wide range of activities which contribute to their health and develop and enhance their physical skills. All ages and abilities play in the outside area balancing and co-ordinating their bodies on a variety of fun and exciting equipment. They have fun climbing up, over and through climbing frames, using slides, sit and ride toys, jumping across stepping stones and playing racing games. Children are learning to understand their own bodies as they keep warm by wearing their coats when they first go outside, and then taking them off after they have been running around. All children have opportunities to go for walks in the local area and visit places of interest such as the library. Walking strengthens their muscles and also ensures children have plenty of fresh air. Children who attend the out of school club walk to and from their schools on a daily basis and also enjoy playing outside in the well resourced play area. Children have daily outside play, and immobile babies have blankets and cushions to sit on while they play with treasure baskets and enjoy watching the older children running about. When it is raining too hard, children have active sessions inside such as dancing or using the parachute. Children become adept at using hand and eye co-ordination as they thread beads, make marks with different materials and use the computer mouse to complete tasks.

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

The provision is good.

Children's safety is given utmost consideration in the organisation of the nursery. Thorough risk assessments have been made throughout the nursery and effective safety measures have been implemented to reduce the risk of injury or accidents. Staff are vigilant and very alert to what children are doing at all times. Unfortunately the procedure that is in place for ensuring the security systems work effectively does not always go to plan, and although the main gate has an intercom and a timing mechanism on it so that it closes after five seconds, on some occasions it is possible for people to gain entry to the grounds. However, no person can gain entry to the nursery undetected as the children's play rooms also have a key pad security system downstairs and all-round visibility upstairs. Daily checks are conducted and recorded on all areas of the nursery to ensure children can play safely. Accident records are maintained and shared with parents. This information is correlated for risk assessments in order to recognise and reduce risks to the children. The effective organisation and planning of each room ensures children have space to move freely and safely. Staff help children gain an awareness of keeping themselves safe in the group as they explain and practise simple procedures such as emergency evacuation and road safety. Children are learning about safety by picking up toys they drop in case someone trips on them, not running inside and being mindful of others. Staff explain safety to the children in a simple but positive manner aimed at their level of understanding so they can operate safely within their environment. Supervision is high throughout the nursery and staff are well deployed to ensure the safety of the children.

Children have access to an extensive range of equipment. All equipment is safe, good quality, age-appropriate, and stored safely, but accessible to children. These are organised throughout the nursery on shelves and in toy drawers. Some are low-level storage units to help children operate independently and gain safe access to their resources, and those that are high-level are managed by staff if children want a particular piece of equipment. The nursery has domestic style furniture in the baby room so that staff can snuggle with babies as would happen at home. Children are encouraged by staff to share in the responsibility for their own safety and that of others. Children show respect for their toys and equipment and happily help to tidy items away when asked. Resources are well presented to encourage children to participate and the room is prepared before they arrive to make it attractive and welcoming for children and parents. This encourages children to settle quickly and gain a sense of belonging within the group.

Children's welfare is safeguarded and promoted through current policies and procedures for their protection. Staff have strong knowledge about child protection and six staff members have attended training in this area, with more staff planned to do courses in the future. Training is cascaded down to all staff and high emphasis is placed on ensuring that all new staff fully understand their duty and responsibility towards children. All supporting literature is in place to ensure staff can refer to it in order to follow the procedures they need to protect children. The child protection policy contains a section on the procedure to follow in the event of any allegations made against staff. Their secure practice ensures any concerns can be dealt with in a sensitive manner and a designated person is responsible to share information with outside agencies to ensure children are protected at all times.

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

The provision is outstanding.

Children are extremely happy, settled and secure in this setting. They have a strong sense of belonging as they come into the nursery, seek out friends and know the routine. Children

quickly settle into free play activities as they move around the room exploring what is on offer. They relate well to each other and are starting to become sociable as they join in conversations and group discussions. Children seek out both adults and friends to share their play. For example, when playing outside with chalk boards, organising running races, and seeing who can jump further across the stepping stones. Young children bring books to staff to look at with them, and they snuggle close while they talk about what is happening in the books. All children spend their time in a purposeful manner as they move freely around the activities throughout the day. All children acquire new knowledge and skills and respond to challenges because the staff are attentive, aware and show great interest in them. All staff know all children well. They talk and listen to the children, asking thought-provoking questions that extend their play and promote the development of problem-solving skills. Opportunities are provided for them to build on their natural curiosity as learners. For example, babies delight in exploring different textures in the treasure basket. Older children express delight as they spontaneously dance and sing to music that is playing in the background while they engage in the activities of their choice. Children sing familiar songs at 'circle time' and 'tidy away time', and join in with the actions and movements. This results in children being able to distinguish sounds, tunes, develop vocabulary and practise rhythm and body control. Staff have a high regard for the children and are cheerful role models. Children's independence is developing as they become increasingly self-sufficient. For example, when using the toilets, washing hands, putting on coats and shoes and serving themselves at snack times.

The 'Birth to three matters' framework is used extremely well and is incorporated into the plans. This has a positive effect on children as staff have a solid insight into how young children learn. They are skilled at focusing their attention at each child's individual needs and providing activities that provide appropriate challenge. The planning for this framework clearly shows the areas staff wish to introduce and how this impacts on the children's learning. Their development records show the progress children make using this framework, and scrap books provide examples of the children's work that support the outcomes from their observational records. Key staff have recently completed further training and have started to plan under the new headings. They are currently piloting this so that parents can be involved and offer their feedback and suggestions.

### Nursery Education

The quality of teaching and learning is outstanding. All children are making rapid progress, and are supported extremely well by staff who have a comprehensive knowledge and understanding of the Foundation Stage. Staff deliver the curriculum to children with great skill, purpose and enthusiasm. As a result, children are eager, motivated and extremely active learners. Plans cover all six areas of learning and there is an efficient assessment system to record children's progress and achievements across the stepping stones and early learning goals. This is fully supported with purposeful observational notes, evaluations, photographs and examples of the children's work. Staff use all the information they record to inform planning for the next step in each child's individual learning programme. Staff have high expectations for children's learning and ensure that appropriate challenges are set for the children to make progress at their own pace. The variety and level of challenge extends all children and stretches their knowledge and understanding in relaxed ways that make learning fun for them. Activities are planned to a very high standard that captivate children's imaginations and provide them with extensive levels of interest that promote wonderful conversations. Children are fluid conversationalists. They discuss contemporary issues such as the recent flooding and what they have seen on the news. They freely offer their thoughts about the causes of the flooding being thunder storms and river banks bursting. Staff are skilled facilitators and show great interest in what children have

to say. They listen well and continue conversations and show children great respect. Staff are expressive and energetic and use varied teaching techniques to challenge the children and encourage them to take part. This is supported with an accomplished understanding of individual children and how they learn and make progress. Children enjoy secure relationships with the staff; they are extremely caring and devote all of their time to being involved directly with the children. This provides children with the security they need to move on to other challenges and to develop their capabilities in all areas of learning.

Children are motivated and involved in their play. Staff discuss what is on offer each day and how this will be organised, for example, children know that when they play on the computer it can only be two children at a time. They also know that they have to swap after five minutes and they use a sand egg timer to ensure this. They make their own choices of what they wish to do and who they wish to play with. They communicate extremely well with their peers to act out experiences and express their views and feelings as they become restaurant owners, chefs, waiters, delivery men and customers. They use their imaginations well and make decisions about healthy food that can be used in the restaurant and junk food that can not. Their literacy and language skills develop through singing simple songs and listening and joining in with stories. Children make very good use of the writing table and office area where they access a wide range of resources that promote their writing, language and communication skills. They practise mark making by using pens, pencils, chalks and crayons, which also develops their hand-eye-coordination. They are skilful at threading, building towers with precision and using the computer mouse. Children respond to what they see, smell and touch as they explore and investigate many different tactile play opportunities, smell different fruits in the fruit basket, talk about taste and smell when they are cooking in their restaurant. The vast majority of children are able to form recognisable letters of their name and can recognise the sounds of letters in familiar words. All children are developing counting and calculation skills and recognise numbers. They count the number of children present with ease, and can work out what number comes next in sequence. Children understand mathematical concepts such as measuring and how many more bricks to add to make a tower the same size. They understand the need to have a solid foundation when building and use the word 'foundation' in their conversation. They work out why a piece will not fit because it is the wrong shape and solve the problem by trying different pieces. Children use mathematical language well to name shapes, recognise different positions and size and to sort and sequence small objects. Children match patterns, colours and shapes to compare differences and similarities. Children observe changes and learn about the natural environment as they spend time in the outdoor area talking about the wind and weather. They learn about animals, their habitat, and the different sounds they make. They investigate what sort of day it is before they go outside to play and they organise what they need to wear. Children develop a sense of time, they have an understanding of their daily routine, knowing when it is time for snack, tidying up time or outside play. They understand the days of the week, the month of the year, the seasons and also the year itself. Very capable children are able to work out that if it is 28 today it will be 29 tomorrow. One child worked out that if it would be 29 tomorrow it would be 20 10 the next day. Children are clearly working things out and beginning to develop concepts as they learn new ones that are explained to them. They learn about the wider world, with the celebration of different cultures and festivals through stories, cooking and creative activities. Positive images around the nursery further children's understanding. The children in this setting are confident, outgoing and curious. The staff are alert, attentive and knowledgeable. They plan extremely well and are skilled at observing and picking up quickly on children's natural interests. This is an industrious, purposeful and extremely happy learning environment in which children receive strong nursery education.

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

The provision is good.

Each child in the nursery is shown great respect and is valued for their individuality. Staff gather solid information from parents about their child's needs and preferences, which enables them to know each child well. Children and their parents are received warmly each day and are made to feel welcome. Children have access to a meaningful range of resources and activities that promote a positive view of the wider world. Children have good exposure to different life-styles, family structures, disabilities and cultures as they take part in well-planned activities that increase their awareness and enjoyment of both familiar and unfamiliar festivals and celebrations and different societies. Children with learning difficulties and/or special needs are extremely well supported by staff who have undertaken training and are skilful carers. Effective systems are in place to support children with any special needs or who speak English as an additional language. Full information is gained from parents about children's needs and staff work closely with parents and other professionals to ensure that the needs of children are met to a high standard. Staff are affectionate and attentive and join in with play and take time to listen and talk to the children, praising them appropriately for their achievements. This develops the children's self-esteem and gives them the confidence to rise to challenges and try new experiences. Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and they are starting to gain a positive understanding of the needs of others. Children's spiritual, moral, social and cultural development is fostered.

Children have a growing awareness of the boundaries within the nursery. They respond well to the consistent approach followed by all adults and this impacts clearly on their security and confidence as they know what is expected of them. Children behave extremely well as the staff are calm, polite and respectful, and set a positive example which children follow. Staff use appropriate strategies when working with the children to help them understand what is acceptable. Staff always explain clearly to children in ways they can understand and children respond very well to staff when they are asked to do something or to stop doing something. Children listen well and are learning to share and take turns and show respect for others around them. They are learning the difference between right and wrong with explanations that reinforce positive behaviour. Staff ensure children are occupied and happy which impacts on their behaviour as they have no time to become bored or frustrated.

Partnership with parents and carers is good. Parents are provided with solid information about their child's day through the use of diaries, daily sheets, and through positive verbal communication. They also have access to a web camera facility so that they can log on at any time to see what their child is doing. Records of each child's progress are also comprehensively maintained, and parents are invited to come and talk with key staff on a one-to one basis so that they can be fully involved in their child's learning. Parents have access to the policies and procedures which are updated regularly. However, the complaints procedure does not currently have the correct address of the regulator as updating this has been overlooked, and the previous inspection reports are not accessible to parents, although they will be provided with a copy on request. The owner and manager are fully aware that appropriate and prompt action must be taken in the event of any concerns raised. There is an effective system in place to record any concerns from parents and the action taken to resolve these. There is a comprehensive prospectus in place for parents which contains detailed information about the nursery.

## **Organisation**

The organisation is outstanding.

The thorough organisation of the setting contributes fully to the high standard of care and education that is achieved in this nursery. Policies and procedures are thorough and provide parents and staff with comprehensive information about the nursery. All records and confidential information is stored securely in the office in lockable filing cabinets. Highly qualified staff are placed in charge of each room and successfully ensure that all staff fully understand the aims and objectives of the nursery. Staff are motivated and enthusiastic, and share these aims and objectives. They work extremely well together as a team and all undertake the range of duties and responsibilities. The owner is on site every day and assists where ever she is needed. She undertakes all cooking duties, helps in the out of school club which operates before and at the end of the nursery day, and is responsible for the administrative tasks. She has employed a very experienced manger who oversees the child care side of the setting and can assume administrative roles equally well. All staff have been appropriately vetted and interviewed to ensure their suitability and all staff undertake induction training and complete a probationary period before they are fully employed. The majority of staff hold child care qualifications, and those who are new are booked on to courses. All staff demonstrate a high commitment to extend their knowledge through attending regular training. High staffing ratios ensure that children are extremely well supported, and the knowledge and experience of the staff ensures that children are cared for by staff who have a strong knowledge of child development and how children learn. Co-operative team work and the dedication of the staff provides children with well stimulating rooms that provide for their learning needs, and well-organised resources that are stored accessibly and account for their individual routines and personal needs at short notice. Staff are alert and very aware of what children need at all times. They all know each child well and all take care of children as their needs dictate, changing them, sorting out their beds, engaging in spontaneous activities and supporting them exceptionally well through planned activities. Staff have clear direction and are skilled at making observational notes, maintaining comprehensive records for parents and attending to children's individual needs, whilst engaging with children and providing a caring, loving and fun learning environment.

The leadership and management of the setting is outstanding. All staff participate in annual appraisals that identify their strengths and weaknesses and highlight areas for personal training. Training is made available for all staff on a continuous basis and provides the nursery with a staff team who have a diverse range of skills. There is a strong philosophy in the nursery of the value of frank and open discussion between staff, managers and the owner. The nursery operates an open-door policy for all staff and any areas of concern can be discussed and resolved at source so that anxieties are instantly reduced. Staff meet regularly to discuss planning and ideas, and also use an effective memo system for distributing information to each other in a general sense. Staff display great respect towards each other and value different opinions, ideas, experience and efforts. This is a real strength in the nursery and has a positive impact on children and how they view adult interaction. The quality of the nursery education is fully monitored through detailed evaluations and continuous observation, and is extremely well-organised and delivered. Changes in early years education and practice is kept abreast of through training and through the diligence of the staff who keep themselves extremely well-informed.

## **Improvements since the last inspection**

At the last inspection the provider agreed to ensure that fire drills were undertaken on a regular basis and that risk assessments were reviewed regularly. Since then, fire drills are carried out

regularly and comprehensive records of these are maintained. Full, detailed risk assessments are in place for all areas of the nursery, both inside and outside, and these are reviewed regularly, and sooner if any changes occur. Furthermore, stringent checks are made in each room on a daily basis and records are maintained of the cleaning of toys and resources to ensure they minimise risks to children.

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

Since April 2004 Ofsted has received one complaint relating to standard 12: Working in Partnership with Parents. Ofsted visited the provider who agreed to carry out one action to ensure she met the National Standards. The action was to ensure that any parent complaints are filed in the complaints record and not elsewhere, and to ensure all parents are given information at the end of their child's session and that a diary is kept of parental discussions, e.g. Special educational needs.

The provider has now carried out this action and remains qualified for registration.

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 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):

- ensure the security procedures in the setting are effective and fully support the security systems that are in place to prevent the access of unidentified persons and keep children safe

#### **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 that parents have access to inspection reports and that the address and telephone number of the regulator is correct on the complaints procedure.

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](http://www.ofsted.gov.uk)