



# Woodlands Park Pre-School Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	509350
<b>Inspection date</b>	27 February 2007
<b>Inspector</b>	Esther Gray
<b>Setting Address</b>	Woodland Park Road, Bournville, BIRMINGHAM, WEST MIDLANDS, B30 1HA
<b>Telephone number</b>	012 1459 3227
<b>E-mail</b>	
<b>Registered person</b>	Woodlands Park Pre-School Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Woodlands Park Pre-school Nursery opened over 30 years ago. It has been known by its current name since 2003, when it left the auspices of the Pre-School Learning Alliance and became a co-operative. The nursery operates from the community hall, in Bournville, Birmingham.

There are currently 54 children from two years six months to five years on roll. This includes funded three-year-old and four-year-old places. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities.

The nursery opens five days a week during term time only. Sessions are from 09:15 until 11:45 Monday to Friday and from 12:45 until 15:15 on Mondays, Tuesdays, Thursdays and Fridays. On Wednesday afternoon a Mother and Toddler group is provided. Children can attend for a variety of sessions.

There are eight staff members working with the children. Of these, three of the staff have early years qualifications to NVQ level 3. Three are unqualified. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership. The setting is also a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is effectively promoted as the staff take positive steps to promote children's good health and encourage them to begin to take responsibility of meeting their own health needs. Staff encourage children to wash their hands regularly as part of the daily hygiene routine. However, children do not take part in any planned activities to promote their appreciation of the need for good hygiene to promote a healthy lifestyle. Staff miss some opportunities to promote children's understanding of the need to protect themselves from infection and illness within the daily routines of the day. Positive steps are taken by staff to prevent the spread of infection and appropriate measures are taken when children become ill so that their health needs are met. Staff diligently ensure the areas used by children are kept clean. They wipe tables and encourage children to use tissues. The policy for sick children enables staff to care for them appropriately. For example, documents are available for staff to share with parents, which clearly explain exclusion periods. As a result, the risk of infection is minimised and children's health is protected.

Regular opportunities are provided for all children to have physical play inside and in the fresh air. Staff ensure children make good progress in their physical development by providing plenty of opportunities for physical play. This is achieved through well planned indoor and outdoor activities, which help children develop the confidence to enjoy moving with control and using their bodies in various ways. For example, moving to and taking part in action rhymes, dancing to music, using soft bean bags or balls and resources which encourage children to use space effectively indoors. Children also have many opportunities to explore the enclosed outdoor area whilst running, jumping, using hoops, balls and many other resources.

Staff have recently canvassed parent opinion and established if there are any specific dietary requirements in attempt to provide fruit and vegetables in the children's diet at snack time. Children are helped to enjoy food and understand why some foods are healthy and others are not by staff talking to children about the fruit on offer. They learn about healthy eating through topics which include growing food in the garden and preparing and cooking food as part of planned activities. However, this is not a daily occurrence and staff miss many opportunities to follow up this learning in the daily routine, such as, during snack and lunch times. Mealtimes are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other's company. Lunch time staff are employed to come into the setting to sit with children whilst staff take their lunch break. Overall, children are learning about healthy living through a range of good, well planned, activities that encourage them to learn about a healthy diet.

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

The provision is good.

Children are safe and are very well cared for in premises that are safe, secure and suitable for their purpose. This is because the manager and staff ensure that the environment gives children good access to a comprehensive range of facilities that successfully promote children's development. The premises are welcoming and child centred because children's work is displayed around the walls. There are colourful notices and examples of children's achievements, in photographs or in work they have completed. The walls are also well used as a tool to aid education, with colour recognition charts and number and letter recognition displays, positioned for staff to use as a teaching aid. Staff have cleverly used dividers, with cut out representations of shapes and letters, as well as numbers, to form separate areas in which to promote the foundation stage curriculum and the 'Birth to three' framework. Children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Sufficient toys and equipment are safely stored, in trolleys which are all at child height to ensure they can access the resources independently.

Children's safety is very well promoted because the registered person takes positive steps to promote safety within the setting and on outings. The provider ensures proper precautions are taken to prevent accidents and minimise identified risks to children. A full risk assessment is carried out each time the staff set out the resources, which have to be stored away each evening as the premises are shared with other users in the community. The premises are secure and there is a safe procedure for the collection of children. Children are learning to keep themselves safe. They begin to understand about safety issues both within the setting, outside and during planned and spontaneous activities. They understand the importance of staying safe, for example, in road safety, where they learn about the reminder 'Stop Look Listen'. Children make road signs to help them remember the rules of the road and rehearse the process as part of the games and activities promoting their appreciation of the importance of keeping themselves safe.

Children are well protected from harm because staff have a good understanding of their role in child protection. They are able to put appropriate procedures into practice and they share the information about their role and responsibility with parents and carers. Procedures cover how to seek advice and make a referral and what to do in the event of an allegation of abuse against a member of staff or a volunteer. Key staff have undertaken training in child protection and further training is programmed to ensure all staff are kept up-to-date with current good practice in safeguarding children.

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

The provision is good.

Children have good opportunities to develop their attitudes and dispositions that enable them to achieve in their learning. They are motivated to learn through exciting and interesting activities. Staff appreciate their efforts and children take pride in their achievements. Photographs are taken of particularly interesting paintings, for example, where swirling patterns in the paint have produced a good effect and demonstrate dexterity of movement. As a result,

children are developing their self confidence and self-esteem. They are beginning to learn right from wrong. They are developing an awareness of their own needs and that of others and begin to understand that their actions and that of others have consequences. Children form good relationships with adults and other children and are beginning to understand they are a part of their families and the setting. They are able to become increasingly independent when dealing with their physical needs. They begin to take the initiative and to be self sufficient within their learning by choosing activities and accessing resources for themselves. Children affirm their own presence as part of the group, finding their own name on clothes pegs, named cards as they sit in their places at the table and begin to acknowledge the members of their key working groups and their key worker.

Younger children are suitably encouraged to develop their communication through language, which includes staff learning some words in additional languages, used by children at home. Children are beginning to use language appropriately to communicate their thoughts, ideas and experiences. They use their growing language skills to socialise, become part of the group and begin to negotiate with others as a member of that group. All children enjoy and share stories, songs and rhymes. Young children play, have fun, sing and laugh with adults, enjoying their attentiveness and company. For example, children enjoy many opportunities to enjoy songs and rhymes outdoors and inside, during physical play and in quieter play, in whole group situations. Activities are planned to enable children to be a member of a social group and to encourage conversation. Staff model good language and give children the opportunity and time to use their language skills. They talk to children and listen to their responses.

#### Nursery Education

The quality of teaching and learning is good. Key staff have a very good understanding of the Foundation Stage Curriculum, stepping stones and early learning goals. Planning, observation and assessment is used to ensure positive outcomes for children. The staff explain their planning and can explain how they ensure that it provides a broad range of practical activities that cover all areas of learning. Everyone is made aware of the purpose of the activity including parents who are invited to take an active part in the learning, being encouraged to provide resources and support to staff for topics covered. Long term planning covers all areas of learning. Long, medium and short term plans include enough detail to show the learning intention, what the activity involves, resources, staffing, grouping of children and is evaluated in terms of what children have learnt. The evaluation is used to inform staff about planning for future activities. Plans are linked to the stepping stones. The plans reference previous learning and children's starting points, by staff observing children being independent in selecting and carrying out activities and in observations of children's achievements. Staff ensure all children are included and are able to access all areas of learning. Planning takes into account specific needs of children. The staff help children to consolidate and extend their learning. They have good relationships with children and encourage them to become involved and to persevere with tasks. Methods include open-ended questions, encouraging children to try, sensitive intervention in their play as they dress up with and take part in role play. For example, staff extend activities, involve all children in the activities provided.

Effective behaviour management ensures that children are developing an understanding of right and wrong, rules and boundaries and how to be considerate to others. Positive language

is used to remind children of what to do and how to do it, rather than what not to do. Children are praised a lot as they achieve and learn. For instance, children are praised for their active enthusiastic part in the story of the 'Three Billie Goats Gruff' as they take each part with excitement and exaggerated voices. Very effective use of time, the accommodation and resources helps children's learning. They are able to access activities independently, make choices within their learning and have time to complete activities. Children are familiar with the routine and know that the activities they play with are limited by the times of the routine. Staff put out activities for more than one day to ensure all children have an opportunity to have a turn at a particular activity and allow some children an opportunity to play with a popular activity again or finish off. Sessions are well paced, which ensures that children are fully engaged and do not become disruptive. Assessment of children's learning is effective. Aided by parents providing information about children's interests and following assessment carried out by staff, they are able to identify what children are learning and what they need to learn next. The setting organises assessments so that they are meaningful and relevant to each child.

Children are interested, excited and motivated to learn. They are confident to try new activities, initiate ideas and speak in a familiar group. Children are encouraged to join in with story time where they are asked to predict the story and give opinion on the story. The story of 'The Grumpy Fish' introduces children to emotions and considers the expression on his face and how he feels. Children maintain attention, concentrate and sit quietly when appropriate. They have a developing sense of awareness of their own needs, views and feelings and are sensitive to the needs, views and feelings of others. Children are motivated to learn through exciting and interesting activities. They are developing their self confidence and self-esteem and are beginning to learn right from wrong.

Children are developing their competencies well across the four aspects of communication, speaking listening, reading and writing. They use speech to organise and explore real and imagined experiences, ideas and feelings. Staff encourage children to extend their play in the role play, taking part in dressing-up and exploring the themes children are developing in their imaginary world. Children understand that print carries meaning and is read from left to right. They read a range of familiar words and simple sentences, show an understanding of the elements of stories and use story language when retelling narratives. They enjoy times when they can choose books from the rack independently and are free to sit and share pictures and familiar stories or find information from books that interest them. Children attempt writing for a variety of purposes using different forms. For example, they make shopping lists, make use of instructions written on notices around the room and make attempts to write their own name separately and when tracing around letters.

Children begin to see connections and relationships in numbers, shapes and measures. Children use language to describe and compare shape, position, size quantity. They talk about, recognise and recreate simple patterns, they use developing mathematical ideas and methods to solve practical problems. Children enjoy exploring shapes in making patterns and matching to see which shapes will fit and which have 'no edges' and which have 'sides' They talk about how 'tall' a number of blocks tower 'up' and how some are built 'across' the table. Children use standard and non standard measuring devices to look at size, height and length to help them to solve problems across a wide range of practical activities. They begin to use number in a meaningful context and understand that numbers represent sets of objects such as numbers

of children at a table or in a line waiting to go outside to play. Children use language to compare two numbers. They show a developing understanding of addition and subtraction through practical activities and use correct vocabulary. Children begin to relate addition to combining two groups of objects and subtraction to taking away. Planning indicates how groups of objects reference 'more than' and 'less than' in each group. This is the beginning of developing children's awareness of terminology for calculation.

Children investigate objects and materials, using all senses, find out about and identify features of living things, objects and events they observe. They look closely at similarities, differences, patterns and change. They consider seasons and weather conditions, they look at how things grow and how things move. The setting were awarded a plaque for 'The Best Community Garden' in 2006. These stimulating, exciting, projects encourage children to ask questions about why things happen and how things work. Children know about the uses of everyday technology and use information, communication, technology and programmable toys to support their learning. The computer has a variety of very good programmes to support the development of children's communication, language, literacy, mathematics and creative work, in painting pictures and selecting colours. They have opportunities to observe, explore, question and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology. As a result, children are beginning to make good sense of the world around them by investigating and exploring through first hand experiences in an interesting environment.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. Children show an awareness of space, themselves and others. They make full use of a well laid out room where enough space is made for some physical play indoors, in wet weather, throughout the day. They make room for each other as they complete a large train track on the floor and are encouraged to find their own space and make sure they will not bump into each other during musical movement and action songs. Staff are not promoting children's awareness of the affects of exercise on their body. Children are, however, developing a positive attitude towards physical exercise and staff are reviewing the plans to develop a programme to improve the way children are encouraged to develop an awareness of how physical exercise and fresh air can help them to stay fit and healthy.

Children are able to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. For example, staff look for a 'train driver' as children sit carefully in readiness to line up for outdoor play, staff also join in with children as they try on different costumes and allow children to cover their head with a scarf as part of imaginative story lines they have devised themselves. Children use their senses and imaginations to create their own work and to communicate their feelings. They use a wide range of materials and tools to help them to express their creativity. They use musical instruments for free play or within a planned activity and imaginative creative use is made of sand and water play as different resources are used to develop themes and interesting imaginative play for all children at all developmental stages.

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

The provision is outstanding.

Excellent arrangements are made to ensure all children are included. There are sufficient suitable resources and activities to help children learn about a diverse society through their play. Children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community. This is achieved by inviting visitors into the setting to introduce children to the work of adults in the community such as, police officers, fire officers, nurses and dentists. They also enjoy trips out into the community and topics, such as, Shrove Tuesday, Chinese New Year and St. Georges Day. Play resources are organised in a manner which helps to promote children's free choice. They are sufficient in quantity and easily accessible. Children with learning difficulties and/or disabilities have access to a balanced range of activities and work alongside their peers.

Children's spiritual, moral, social and cultural development is fostered. Staff have a very good understanding of the Foundation Stage. They clearly explain how they support children's learning through a wide range of play experiences, both indoors and outside. For example, children learn about festivals throughout the seasons. They have many opportunities to consider how language is written in different forms and how some children speak more than one language. All children are valued as individuals, which actively promotes inclusion. The younger children are developing their awareness of themselves and finding out what they can do. They are developing confidence in their physical skills and are secure emotionally, enabling them to express their needs. Children test out boundaries with adults who they trust. The setting have an excellent understanding of the needs of the younger children and provide appropriate activities and resources to support children's physical and emotional development. Children enjoy many activities of discovery where they can explore natural materials and socialise with children of similar age, to develop confidence.

There is a written behaviour policy which is understood and implemented by staff and shared with parents. There are very good, positive strategies to promote children's behaviour very well. For example, clear explanations are given to children and good positive language used to explain what is expected of them, rather than telling them what they cannot do. They benefit from a calm and supportive approach and learn right from wrong through careful explanation and consistency. Much praise and support helps them start to develop good self-esteem. Children are encouraged to play together, take turns and share. They are encouraged to engage in a variety of well planned activities that keep them fully occupied throughout each session, thus preventing any tendency for children to become disruptive. Children are also encouraged to help and support one another as they go together to get toys and resources. As a result, children behave well, as they learn to consider others and what is expected of them.

Partnership with parents and carers is outstanding. Very good, well thought out, attractive written and verbal information is made available for parents when children first start. Parents describe the effort taken to make them feel welcome as 'exceptional' and the information about the variety of activities and learning opportunities children enjoy is described as 'phenomenal'. Staff take time to get to know children and parents well. Right from the start, they find out about their likes and dislikes, what they can and cannot do and their individual routines. The communication with parents and consultation about improvements the setting intend to make



to the provision is a continuous ongoing process. The exchange of information is very effective. This is achieved with the aid of: prospectus, newsletters, access to policies and procedures, information about children's activities, access to children's records, involvement in children's learning, opportunities to meet with staff to discuss children's progress, attractive notice boards with up-to-date information and many exchanges where opinion is canvassed as to improvements made to the good practice already established. Children benefit from the strong partnership between the setting and their parents and carers who act together and give consistent messages which promote children's development and learning. Children are developing very good, consistent relationships with adults and other children in a setting where staff work very closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting.

## **Organisation**

The organisation is good.

The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Children are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings.

The leadership and management is good. They sufficiently monitor and develop the provision to ensure that children make good progress towards the early learning goals. Children are developing positive attitudes and dispositions towards their learning. All children are supported appropriately to achieve their potential by knowing their starting points, using questionnaires to parents and carers about what their children can do before they attend. They continue to work with parents and carers to support this progress. Children are well cared for in a setting where the staff are committed to continue to update their skills and knowledge by attending training, having a clear sense of purpose and a commitment to continual improvement. Appraisal systems are in place and are effective in monitoring staff performance and ensuring training needs are met. This means children benefit from richer experiences and make good progress in their all round development and learning. Children benefit because all managers, staff and volunteers have the appropriate qualifications, knowledge and experience to do their jobs, which ensures that children's development needs are met. This includes the development of the use of the 'Birth to three matters' framework. This framework underpins the care of younger children to ensure they develop to their full potential. The manager has undertaken training and is developing the staff practice to ensure younger children will benefit by this underpinning framework as they work alongside children who are on the Foundation Stage curriculum.

Children benefit from good, effective organisation of the setting. It ensures that children's health and safety and well-being are met. The staff are actively engaged with children and ensure all ancillary tasks are organised outside of the time when children are cared for. The room is set up before children arrive and dismantled and put away after they have left. Cleaning routines are undertaken when children are not present and there are sufficient administrative and ancillary staff to support child care working staff in remaining engaged with children's education and play throughout each session. The administrator also acts as a supernumerary

member of staff to meet and greet parents and ensure that they sign children in and out and that all visitors are vetted and signed in and out appropriately. The setting have evaluated their organisation as 'well organised and friendly' which is born out by the responses provided by parents and carers as to the consultation process and the improvements which have been recently undertaken. Changes to the working practice have been developed to improve and enhance children's experiences by having opportunities to spend longer at the setting and staying for lunch. All policies and procedures protect children sufficiently and are effectively implemented to promote all the outcomes for children. Records are available and retained for inspection. They are well organised and kept confidential. Overall children's needs are met

### **Improvements since the last inspection**

At the last inspection the provider agreed to revise written documentation to include current information in all sources of written information, including the setting's internet site.

Parents receive a variety of information from the setting through well presented brochures and through letters and notices. Parents describe the quality of information and cooperation with staff as 'excellent'. The setting plans to develop the idea of using the internet and establishing a web site in the future. As a result, the partnership with parents and carers is further promoted to ensure the communication about the care of children is further enhanced.

At the last nursery education inspection the provider agreed to improve the organisation of the bathroom routine with regards to the size of the group in the area at any one time.

The children are divided into groups and both toilet areas are now made suitable for children to use. Children can access the toilet area singly or in groups throughout the session, as independently as possible. Staff ensure children's safety and well-being are safeguarded as they accompany children to this area.

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

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.

Since the last inspection 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 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):

- continue to develop plans to ensure children are encouraged to learn about personal hygiene and to make them aware of the importance of a healthy diet in the routines of the day.

### **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 help children to understand how exercise helps them to stay healthy.

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)