



## Woodlands PDN

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 509204   |
| <b>Inspection date</b>         | 07 September 2005                              |
| <b>Inspector</b>               | Sharon Dickinson                               |
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| <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?

Woodlands Private Day Nursery opened in 1991. It operates from a converted period residence on Duffield Road, Derby. The children are accommodated over two floors in age appropriate group playrooms, with adjacent changing and toilet facilities. There is a safely enclosed rear play area and direct access to the local park. The nursery serves the local community and surrounding county areas.

A maximum of 78 children may attend the nursery at any one time. There are

currently 103 children from 0-8 years on the roll. Of these 21 children receive funding for nursery education. Children attend for a variety of sessions. The setting can support children with special needs and those who speak English as an additional language. The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

Twenty two staff work full or part-time with the children. Fifteen staff have early years qualifications to NVQ level 2 or 3. Five members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Derby City, Early Years Development and Childcare Partnership (EYDCP) and is a member of the Private Day Nurseries Association (PDNA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Staff implement effective, regular cleaning routines which ensure that the areas used by the children are hygienic and free from germs thus reducing the possibility of the spread of infection. The setting has appropriate documentation and training to support children's health needs, six staff hold a valid first aid certificate. Medication records and parental consents are in place but up-dated forms are not used consistently by staff.

Children learn about the benefits of a healthy lifestyle and diet as part of the daily routine and through fun activities and discussion. They access drinks on a regular basis throughout the day and enjoy nutritious, freshly prepared meals and snacks. The individual dietary needs of the children are met effectively.

The daily routine is well balanced allowing children to be active, rest and sleep according to their needs. A quiet area is provided in all base-rooms, enabling children to sit and relax as they wish. All children have regular access to a spacious, secure garden which offers opportunities for safe play. They participate in a wide variety of active play, encouraging them to develop control of their bodies and keep fit and healthy, for example as they use climbing frames, run freely or ride on wheeled toys.

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

The provision is good.

The warm and welcoming environment helps children feel secure and confident within their surroundings. Children's artwork and photographs are displayed, and they are allocated individual coat pegs and baskets helping them develop a sense of belonging. Children are grouped in age-appropriate base-rooms providing resources and play opportunities in line with their individual needs and interests. Adequate space and suitable furniture enables children to rest and play in comfort. Staff provide a wide range of toys and equipment which are stimulating and fun, consequently children are well occupied, challenged and interested in their play.

Children can play confidently and safely as a result of ongoing risk assessments undertaken by staff. Appropriate safety measures are in place such as CCTV, and regular fire drills. Staff have a good knowledge of child protection, in line with Area Child Protection Committee procedures, enabling them to protect the children they care for.

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

The provision is good.

Children benefit from a warm relationship with staff and their peers, helping to build their confidence. They develop good social and communication skills as the staff take time to talk and listen to them. They enjoy exchanging thoughts and ideas and reflecting upon their day and experiences such as a recent holiday, enabling them to feel valued and secure. Children are confident and can play well on their own or with others. Staff consistently offer praise and encouragement to children. They sensitively support them in resolving issues such as sharing toys and taking turns, for example by using sand timers and wrist bands to enable fair access to resources, consequently, children develop their social skills and learn to play harmoniously. Children are broadly content and settled in the relaxed and friendly setting. Excellent integration procedures are in place to settle in new children and move children up to the next base-room, considering the child's individual needs and ensuring parents are fully consulted and informed about the transition.

Children are motivated and interested in a broad range of purposeful and developmentally appropriate indoor and outdoor activities which provide good levels of challenge appropriate to their age and stage of development. Observations and assessments are used to inform planning and help children take the next steps in their learning, in-line with the 'Birth to three matters' framework and the Curriculum Guidance for the Foundation Stage. All children experience a variety of activities which contribute to their creativity, such as listening to music, crafts, messy and imaginative play. Though some craft sessions for younger children are overly adult-directed, limiting children's opportunities to explore and experiment with media without emphasis on the end product. Older children become independent, for example as they access a self-serve snack or visit the toilet unaided. However, they have fewer opportunities to choose between a variety books, toys and resources unless presented by staff as part of planned activities.

### **Nursery Education**

The quality of teaching and learning is good. Staff work well together and form an enthusiastic and capable team. They have a sound knowledge of the foundation stage and all aspects are well planned to provide a good balance throughout the six areas of learning. Systems have been identified to monitor and evaluate planning and ensure all key staff contribute to the planning and assessment process, but these have not yet been fully developed and implemented. Staff are highly skilled in threading theme and topic ideas through a variety of tasks and activities successfully reflecting upon all areas of learning whilst providing fun and practical experiences for children.

Staff are calm, relaxed and friendly in their management of the children, offering appropriate positive comments to enhance self-esteem. They have high expectations of behaviour and independence and interact well with the children to achieve these, for example by recognising positive behaviour through the use of a super star chart. Staff know each child well, and build on what they already know and can do. They interact effectively with children and extend their learning through careful questioning, supported by comprehensive activity sheets outlining learning aims. They record children's progress and achievements regularly and use appropriate teaching methods for both older and younger children.

A calm and organised environment helps children feel settled and relaxed, enabling them to develop secure relationships with staff and their peers, and a confident and positive approach to their learning. They are interested in activities presented and are generally on-task throughout the session. Children have opportunities to develop their self help skills, for example at the 'café' style snack in the afternoon. They ask questions and confidently contribute in group situations such as circle time.

Speaking and listening skills are well fostered. Staff encourage children to chat about their experiences and ask questions which helps them put their thoughts into words. Writing materials are freely available and children are well motivated to write. They have many appropriate opportunities to practise their emerging writing skills, for example as part of role play. Children are developing good hand-eye co-ordination and some can write recognisable letters. The children enjoy books and know how to handle them correctly, however, the book area is not attractively presented and doesn't encourage children to want to sit and read. Children listen well at story time and are able to recall familiar storylines. They regularly take part in activities helping their recognition of sounds and rhymes, for example listening to and discussing a poem about Goldilocks and the Three Bears.

Good practical emphasis is given to helping children to understand number and maths concepts. Children count forwards and backwards in rhymes and games. They are developing an understanding of size and quantity through practical activities like matching plastic bears to number cards and comparing size through role play and malleable activities related to the Three Bears topic. Children encounter a good range of mathematical experiences through play that help them to develop concepts such as position, shape and sequencing. They are developing their understanding of addition and subtraction through practical activities, daily routines and songs.

Children have excellent opportunities to learn through first hand experiences such as making a rainbow by placing a glass of water by a windowsill in the sunshine. Planned activities offer children opportunities to notice change, such as growing broad beans, observing weather and melting ice. Children regularly design and make models using a wide variety of construction sets or join and assemble recycled materials. They use a range of technology resources, including a computer, to support their learning. Children develop an awareness of cultures and the beliefs of others through topics. They learn about their local community as they visit places of interest such as the fire station and the local park.

Children confidently use apparatus such as stilts and negotiate space as they ride on bikes or run freely. Children are beginning to understand the way activity affects their

bodies and know when they need a drink or rest. They benefit from varied and stimulating opportunities to use their creativity and imagination on a daily basis through a well resourced role play area, small world and crafts activities. They are given time and support to develop their own ideas and representations, which are valued by staff. Children have learnt a variety of songs and join in with enthusiasm. They have regular opportunities to play musical instruments and explore different sounds.

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

The provision is good.

Staff have a good awareness of children's individual needs through effective systems to share information with parents regarding preferred care routines. Some toys, resources and planned activities reflect a positive view of the wider world and all children are included and have equal opportunities to enhance their learning and play. There are effective systems in place to ensure children with special educational needs and English as an additional language are fully supported in the setting.

Children generally know the behaviour expected of them and behave well. Staff have a consistent and calm approach to unacceptable behaviour. They discuss with the children the impact of their behaviour on others, helping them to understand right from wrong. Children grow in self-esteem and feel pride in their achievements as staff offer praise to recognise and reward positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are effectively informed about their child's activities and progress through discussions with staff, written logs and informative notice boards. The nursery provides good information to parents about the setting, policies and its educational provision and how they can extend their child's learning at home. They have regular access to their assessment records at bi-annual parent evenings but are not presently encouraged to contribute to them. Parents have opportunities to attend social functions and receive regular newsletters keeping them updated on forthcoming events. This contributes to the continuity in the children's care.

### **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. Management have clear aims for the centre. They ensure that staff are well supported and that good early years practice is shared and areas for future development are identified, but monitoring and evaluation systems of planning, teaching and learning have not yet been implemented. Regular team meetings, liaison with other nursery sites, staff appraisal and parent questionnaires ensure a consistent approach. Appropriate documents and procedures are in place to support the appropriate care of the children and are regularly reviewed. Documents are stored securely and safely in order to ensure children's privacy.

Playroom space, time and resources are generally organised effectively. However, limited toys and play resources are made freely accessible to children, restricting opportunities for them to self-select, and make choices about their play. Clear recruitment and vetting procedures and detailed induction procedures ensure that children receive care from suitable adults. However, there is no named deputy identified to take charge in the absence of the nursery manager. The setting is committed to staff development and training which helps to promote the improvement of care and education for all children. Training in first aid, child protection and food and hygiene help practitioners keep children healthy and safeguard their welfare. The provision meets the needs of the range of children for whom it provides.

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

Since the last inspection the setting has addressed all actions, recommendations and key issues identified. Prompt action was taken to develop and implement clear procedures to ensure children's safety on school runs, these include handover signatures of staff and teachers. Risk assessments are regularly completed ensuring areas used by the children are safe and secure, electrical sockets not in use and accessible to children are adequately protected. Fire drills are practised and evaluated periodically, ensuring all staff and children are aware of their roles and procedures.

Playroom space is used effectively to ensure children's needs are met. Management regularly review the operational plan and ensure staff are up-to-date with current practice through discussion at team meetings. However, medication records are still not being used consistently by staff and therefore do not include the required information to ensure children's welfare and safety.

Through a rolling training programme staff have a secure knowledge and understanding of the Curriculum Guidance for the Foundation Stage and are generally supported well in its implementation. Effective systems have been implemented to share children's development and achievements with parents through bi-annual parent evenings.

Children's social skills are encouraged through play opportunities and the daily routine, for example access to a 'café style snack bar. They have free access to some books and resources although their freedom is still at times inhibited by the organisation of resources.

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

Since April 2004 there have been two complaints both relating to Standard 1; Standard 2 and Standard 6. Ofsted completed an unannounced visit to the setting to investigate concerns relating to supervision of children on school runs. A breach of Standard 1; Standard 2 and Standard 6 was found and an action raised to ensure immediate steps were taken to ensure children's safety was maintained. The provider responded promptly and the action addressed, and continues to be qualified for registration.

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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 there is a named deputy identified who is able to take charge in the absence of the nursery manager
- ensure toys, books and play resources are made accessible to children, providing opportunities for them to self-select, and make choices about their play
- ensure all staff consistently implement policies, procedures and documentation to ensure the safety and welfare of all children.

#### 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):

- develop monitoring systems to evaluate planning, teaching and learning methods, ensuring children's all-round development is promoted and individual needs are consistently met
- ensure planning and assessment systems are manageable for example by encouraging all key staff contribute to their development, implementation and evaluation
- develop systems to enable parents to contribute to their child's assessment profile.

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