

Woodgreen Day Nursery

Inspection report for early years provision

Unique Reference Number	205409
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Inspector	Janette Elizabeth Owen
Setting Address	1 Trotshill Lane East, Warndon, Worcester, Worcestershire, WR4 0HX
Telephone number	01905 25640
E-mail	maryaw@btinternet.com
Registered person	Mary Tee
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 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?

Woodgreen Day Nursery was registered in 1995. It operates from a two storey detached building in its own grounds on the eastern edge of Worcester City. A maximum of 70 children may attend the setting at any one time. The setting is open each weekday from 08.00 to 18.00 all year round with the exception of Bank holidays. There is an enclosed outside play area, part of which has been developed for the provision of Forest School type activities, there are also opportunities for children to go on local walks.

There are currently 104 children aged from three months to under five years on roll. Of these 39 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 24 staff plus two kitchen staff. Of these 19 members of staff hold appropriate early years qualifications and five are working towards a qualification. The setting receives support from the local authority and is a member of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy and are well protected because staff have a good understanding of health and hygiene and implement procedures effectively to ensure any risks to children's health are minimised. The areas used by children are maintained in a clean condition and appropriate measures are taken to ensure toys and equipment are clean and hygienic. This reduces any risk of cross-infection to children. Staff follow appropriate accident and medication procedures to ensure the safety and welfare of the children. Most staff hold first aid certificates which enable them to deal with accidents effectively. Appropriate documentation is kept and shared with parents' to ensure they are kept informed of any accident their child may have. This means children are well cared for in the event of an accident. Children learn the importance of good personal hygiene through well-established routines including washing their hands before food, after playing outside or using the toilet. This is particularly important as the children spend considerable time playing outside.

Children are provided with well-balanced, freshly cooked meals which take into consideration children's individual dietary needs. Ingredients for meals are sourced locally as far as possible to ensure its quality and freshness. All children are provided with well-presented meals of sufficient quantity to meet their needs; the children enjoy the cooked meals and healthy snacks and even ask for second helpings. Meal times are a sociable occasion with staff sitting with children encouraging good manners and helping the younger children to manage their meals. Children are beginning to develop their independence and self-care skills as they learn to feed themselves and to competently use their cutlery at meal times.

Children are provided with excellent opportunities to be active and develop a positive attitude towards outside play and healthy exercise. They are able to take full advantage of the very well designed garden which incorporates a woodland area which is used extremely well to enable children to develop an excellent understanding of the environment in which they live, through 'Forest School' type activities. The outside environment is a splendid learning environment for children and is used enthusiastically by the children. They benefit from fresh air and exercise promoting their growth, development and physical skills. Children move with confidence and skill, they demonstrate these skills well, particularly when using the large physical play equipment and when climbing trees and balancing on logs in the 'Forest School'. The needs of the younger children are very well met because the nursery staff have an excellent understanding of the needs of babies and the younger children. They provide a very good range of age-appropriate activities and resources to support the children's physical and emotional development. All children enjoy access to an outstanding range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from the bright, well-resourced, child-orientated nursery. Rooms are well-organised, clean and offer children access to a comprehensive range of facilities that effectively promotes their development. Lovely displays of children's work, posters and photographs add to the welcoming atmosphere and provide information for parents on the activities offered. Resources and activities are easily accessible to the children. This enables them to develop their independence safely and have access to a varied range of exciting learning

opportunities. The nursery provides furniture equipment and toys which are appropriate for their purpose, are of suitable design and condition, well-maintained and conform to safety standards.

Children's safety is effectively promoted through supervision, staffing ratio are good. The premises and outside play area are secure and children are unable to leave them unsupervised. However, the system for maintaining a record of visitors to the nursery is not effective. This potentially compromises children's safety. Risk assessments are carried and action is taken to minimise any potential hazards. Children are learning to keep themselves safe because the staff encourage the children to begin to understand about safety issues both within the setting and outside. For example, they are taught how to use the outside play space and equipment safely and staff talk to children about personal safety.

Children are well protected because staff have a sound understanding of their roles and responsibilities in relation to child protection and are able to put appropriate procedures into practice. Although most staff have completed child protection training as part of their National Vocational Qualifications there is no system for ensuring all staff continue to develop their understanding of child protection and are up to date with recent changes. This means they do not have up to date information in order to fully ensure the welfare of the children in relation to child protection issues. Children are cared for by staff who are vetted and have relevant knowledge and skills.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very well settled and happy, this helps them to be confident and independent. They respond exceedingly well to staff who are kind and considerate and show a genuine concern for the welfare of the children. Children's daily routines are followed and parents' wishes respected in relation to children's individual care needs. The atmosphere of the nursery is one happy busy children with the sound of songs being sung in the baby rooms and children taking part in an excellent range of interesting activities throughout the nursery.

Staff use the 'Birth to three matters' framework and the curriculum for the Foundation Stage effectively to ensure children are provided with well-planned activities and exciting learning opportunities which help them make very good progress in all areas of their development. Children enjoy the activities offered, they concentrate well and even the babies sit for sustained periods as they join in with songs and rhymes; showing pleasure as they join in clapping and moving to the rhythm. Activities are child-centred and provide children with exciting opportunities to learn about the world around them. Babies and young children are able to explore and investigate their environment using all of their senses. For example they are involved in many forms of explorative play where they can explore the textures of corn silk, shaving foam or the feel of water as they play in the paddling pool. Treasure baskets full of interesting items enable the babies to see and feel different objects as they explore and investigate using their senses.

Daily activities are very well-organised providing times for children to be involved in specific activities linked to the curriculum and regular access to outdoor play. Staff are very enthusiastic and interact exceptionally well with the children to motivate them and encourage their learning. This regularly ends up with staff covered in mud or shaving foam because of their active involvement in activities. Children's individuality and creativity is supported and encouraged extremely well because staff value children's achievements and the effort children put into

activities. Children readily join in with activities and are developing friendships with other children as they welcome each other at the start of the day in the pre-school room. Children play harmoniously together, they are very well behaved, helpful and polite; they show consideration for each other and respond very well to requests from staff.

Nursery Education.

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals. They are supported exceedingly well by staff who have an excellent knowledge of the Curriculum guidance for the foundation stage and early learning goals. Staff have a very good understanding of how children learn. They use this knowledge to ensure that activities are planned and taught in a way that meets the learning and development needs of all children. They are skilled in providing different learning environments such as the 'Forest School' enabling children to reach their full potential. The planning provides a framework which is a basis for covering all areas of the curriculum. Children are able to suggest ideas and extend topics to enable them to explore ideas of their own. This results in very child focussed activities. For example children extended an activity into imaginative play, setting up a hairdressers. Staff are provided with clear direction from senior managers which enables them to use the activities very well while allowing children to take the lead and extend activities to meet their own learning needs. Effective behaviour management strategies ensures that the children are developing an understanding of right and wrong, rules and boundaries and how to be considerate to others. Assessment of the children's learning is effective in providing parents, carers' and staff with a clear view of how each child is progressing and what is needed to enable them to move onto the next stage of their development.

Children's personal, social and emotional development is well supported. Their attitude to learning is excellent and their concentration is very good because staff motivate children extremely well because they show enjoyment in the activities they are providing for the children. This transfers to the children who are also excited and eager to learn. Children are confident and have high levels of self-esteem as staff encourage the best from children by providing excellent opportunities for children to acquire new skills and develop their independence. Children confidently ask questions and offer ideas and suggestions which are received positively by staff. Relationships between children and with adults are very good. Good behaviour is valued resulting in children who behave well and respond appropriately to boundaries set.

Children's language skills are developing well, they communicate very well with each other as they co-operatively work on activities and tasks. For example, a group of four-year-old children building a high tower, asking for help when needed and responding well to suggestions made. They use language well to negotiate, to explain what they are doing and to express their views and ask questions. Staff use conversation and questions extremely well to encourage children to think and find solution for themselves, this also helps their developing confidence and self-reliance. There are good opportunities for children to learn about letter sounds; to link sounds and letters and learn about rhythm and rhyme. Children bring in items from home for the letter of the week. They proudly show the stickers they receive for their contributions to the letter table. Children's are able to practise their emergent writing in meaningful ways such as during role play, taking appointments in the hairdressers. They see a wealth of words around the rooms on posters, displays and storage boxes. This helps them to understand that writing has a purpose.

Children have a good understanding of number work and problem solving. Staff use children natural interest in numbers to provide enjoyable and meaningful activities. They have a growing

awareness of shape and space by comparing the properties of different shapes. For example, when building towers with bricks, working out what size and shape brick is needed. Children learn about measurement by comparing size and quantities, through messy play, filling and pouring and by direct measuring. Such as measuring the size of "Harry Bears" head to make him a hat to wear on his birthday. They use mathematical concepts in practical ways to solve problems and develop their understanding of numbers, shape, space and measurement. They competently use mathematical computer programmes to practise their number skills.

Children's exploration skills are developed very well by an extensive range of exceptionally good opportunities to discover and explore using the excellent outside play environment. They are finding out about the world they live in and the people, plants and animals who live along side them. Children are acquiring the necessary skills for this area of learning through practical hands on activities; they are learning by doing. The 'Forest School' enables children to learn in a safe and supported environment because the staff are highly skilled in providing challenging activities and very good opportunities for children to use their natural curiosity to explore for themselves. The children are able to competently use tools and equipment such as computers, scissors and spades for digging worms. Visitors to the setting enable children to learn about the people around them such as the dentist and doctor. Their understanding of diversity is raised through the celebration of religious events and customs such as Nativity, Diwali and Chinese New Year.

Children are learning to express and communicate their own ideas and to be imaginative because they are encouraged to focus on the process and not the end result. This means that there is no expectation for children to produce work to take home. There is a good balance between adult-initiated and child-initiated activities. Children are able to be creative and develop their ideas by exploring different media and materials; to express their thoughts and experiences through role play. They have access to a very good range of different materials and resources which are provided to enable the children to extend their own ideas such as developing the idea of a hairdresser's salon in the role play area. Children are able to extend the activities using their own experiences in an imaginative way. They are supported well because staff provided appropriate resources which enabled the children to use the activity to its full extent. Staff value children individuality giving praise and recognition for children achievements.

Helping children make a positive contribution

The provision is good.

Children settle well in the nursery. They are developing a very good sense of belonging because staff make effective use of positive strategies to support children's sense of trust and belonging. Staff value children individuality and help celebrate special occasions such as birthdays. All children and their families are welcomed when they arrive at the nursery and greeted by name. Staff use information provided by parents and carers' to ensure children's daily routines are followed and that they receive a consistent level of care. The babies are given a high level of support and the interaction between staff and babies is very good enabling very young children to settle well and develop a bond with their carers; they are emotionally secure and able to express their own needs. All children are able to develop an awareness of the wider world around them as they access resources and activities that encourage a positive attitude and non-stereotypical view of society.

Children are very well behaved; staff have high expectations for good behaviour which they encourage through the effective strategies which are used consistently throughout the nursery. Staff are skilled in using positive strategies to manage behaviour in a manner which is

proportionate to the child's level of understanding and maturity. Staff have a calm manner, they are firm but fair, explaining codes of behaviour in a way which children understand. Babies and very young children receive the support they need to deal with their developing understanding of right and wrong. Staff are excellent role models, demonstrating respect for other members of staff and children. Children's spiritual, moral, social and cultural development is fostered.

The partnerships with parents and carers is good. The nursery has a relaxed, happy and welcoming atmosphere. Staff are friendly and approachable enabling parents to discuss informally, or comment more formally, on any issues that they may have about their child's care and development. Regular parents' evening are arranged so that parents and carers' can talk to staff in more detail about their child. Appropriate procedures are in place to ensure that children are cared for consistently and in accordance with their parents' wishes. Daily verbal feedback and availability of written plans ensure that parents know what their children have been doing and their progress. In addition, they are encouraged to become involved in their child's learning through being informed of themed activities or helping their child to contribute to activities and topic work. Such as bringing in animals for the jungle. Early discussions with parents when children start or progress to a new area of the nursery ensure that planning is sensitive to a child's individual stage of development.

Children with learning difficulties and/or a disabilities receive a good level of care and support to integrate well in the nursery. Staff work well in partnership with their parents and carers' to ensure any specific health or developmental requirements are fully understood. Staff have specialist training and use individual education plans in order to assist children to develop and learn at their individual pace and therefore make achievable progress. The partnership with parents, schools and other agencies is an important factor in this. The positive attitude of staff towards diversity ensures that all children are included and welcomed. This is also true for children whose first language is not English.

Organisation

The organisation is good.

The nursery is very well-organised and managed efficiently. Children are grouped appropriately enabling staff to provide suitable activities which are appropriate to children's age and stage of development and a good level of care required by all ages of children. Children are able to progress through the nursery when they are developmentally ready and not when expedient for the nursery. This ensures that the needs of the children are given priority and they are able to develop their full potential. The day to day operation of the provision is well run, ensuring the needs of the children and families are met. A high percentage of staff are suitably qualified and experienced, this means that they are able to meet the needs of the children attending the nursery. They are fully aware of their roles and responsibilities and are able to work in all areas of the nursery developing their knowledge and understanding of the needs of different ages of children. The staff are very well supported by senior managers who ensure the whole nursery is able to operate smoothly. This ensures that children receive a high level of care. All documents required for the safe and efficient management of the provision are in place. Staff have access to comprehensive information in the form of written policies and procedures which enables them to ensure the safety and welfare of the children.

The leadership and management is good. The nursery owner delegates the day to day management of the nursery to a team of managers who are responsible for monitoring the quality of the provision. Staff training is ongoing to ensure that all staff have opportunities to

further their professional development and are able to play a full role within the nursery. This means that they are able to develop their knowledge and meet the needs of the children in their care. Staff are happy and well-motivated. Regular room discussions and staff appraisals ensure that any issues or concerns are discussed and dealt with efficiently. The owner is committed to improving the quality of the provision and is proactive in addressing any issues raised. There are appropriate procedures in place for ensuring that children are cared for by staff who are appropriately qualified and experienced, and have gone through a suitable process for checking that they are suitable for working with children. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider was given two recommendations to improve children safety; to ensure parents sign all medication and accident records and to make sure that electrical sockets are inaccessible to the children. Good progress has been made in addressing these issues. All accident and medication records are signed by parents ensuring that children receive good continuity of care when they return home because all information has been shared. Children's safety is protected because electrical sockets have been made inaccessible to children by the fitting of socket covers.

Two points for consideration were given in regard to nursery education. To provide opportunities for children to learn about everyday uses of technology, and for them to use simple equipment and programmes to support their learning and to develop their skills. Good progress has been made in ensuring children are able to use information technology equipment. Children have access to computers and appropriate software. They are developing their competence in using the equipment on a regular basis. Children also have access to a range of equipment such as tape recorders. The registered person was also required to develop existing arrangements for evaluating and monitoring the effectiveness of the setting's nursery education provision, to include some formal recording to ensure consistency in meeting staff development needs and in informing future plans. Good progress has been made in this area. Staff carry out systematic observations and assessments of children progress in relation to nursery education. Details are recorded on transfer documents which show that children are making good progress towards the early learning goals. Regular room discussions enable staff to raise any issues or concerns relevant to their rooms and children cared for. This enables staff to contribute positively to the monitoring and effectiveness of the provision. These meetings are backed up with staff appraisals where the development of staff is discussed. This means that staff and managers are able to fully support children's care and development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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):

- improve children safety by ensuring systems for keeping a record of visitors to the setting is managed effectively
- continue to develop staffs understanding of child protection.

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 provide opportunities for staff to continue their professional development.

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