

# Woodlands Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	139209
<b>Inspection date</b>	24 September 2007
<b>Inspector</b>	Kim Mundy
<b>Setting Address</b>	Woodford Hall, Poplar Close, Ruislip, HA4 7BU
<b>Telephone number</b>	01895 622140
<b>E-mail</b>	
<b>Registered person</b>	The Partnership of Deborah Gumm & Carol Harno
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Woodlands Nursery opened in 1992 and operates from two rooms within a Scout Hall in Ruislip in the London borough of Hillingdon. A maximum of 30 children may attend the nursery at any one time. The nursery opens five days a week excluding weekends and bank holidays from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 62 children aged from two to under five years on roll. Of these, 18 children receive funding for early education. The nursery provides a service for the local community. It currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs nine members of staff. Of these, six hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning good hygiene practices as they wash their hands before and after eating. They are learning about the importance of keeping healthy during the daily routine. Secure systems are in place for accidents and medication administration. Several staff hold a current first aid certificate and, therefore, children receive suitable treatment in the event of an accident. Staff are fully aware of their regulatory responsibilities in relation to informing Ofsted of significant events.

Children enjoy relaxed and sociable meal times as they sit together with staff. Nutritious foods are provided, such as a selection of breakfast cereals, macaroni cheese and roast dinners. The cook, who is responsible for food preparation and handling, holds a food and hygiene certificate and, therefore, relevant regulations are complied with. Children are able to help themselves to drinking water when they are thirsty. They enjoy participating in cooking activities, for example, pizza, cakes, fruit salad.

Children embrace the exciting outdoor activities and they choose to play in and outdoors throughout the day, regardless of the weather. Sun hats, sun cream and shady areas are available for sunny days, and boots for rainy days. Children delight in the challenges of a versatile range of outdoor activities, such as balancing on the planks of wood, running, jumping and climbing. Staff set up the outdoor area to support all areas of children's development, for example, painting on the fence with water, large brushes and rollers, digging in the mud, and looking at books under the gazebo. Children learn many new skills, such as balancing on stilts, spinning hula hoops, and catching balls. They have great fun as they ride their bikes through paint on large sheets of paper and move imaginatively to music, growing from eggs into butterflies.

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

The provision is good.

Children are welcomed enthusiastically by staff as they arrive. The play room is set up to promote all areas of learning and children have easy access to all the toys, resources and materials in each of these areas. Children's independence is promoted in the bathrooms as they use steps to access toilets and wash basins comfortably.

Children are safe and secure on the premises because the comprehensive policies and procedures in place are followed by staff to promote their safety and welfare, for example, daily risk assessments to minimise possible hazards on the premises. Visual risk assessments are in place for outings, for example, to the station and library, although these are not recorded in writing to fully promote the children's safety. Children regularly practise the fire evacuation procedure so they are aware of what to do in the event of a fire. Children are well supervised by staff at all times in and outdoors. Records are maintained for visitors to the premises.

Children are safeguarded from abuse or neglect because staff have a good understanding of their role and responsibilities in child protection.

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

The provision is outstanding.

Children are having a fantastic time at this nursery. The play room is set up to promote all areas of learning and children have independent access to all of the toys, resources and materials. Children are enjoying fabulous learning opportunities as they choose to play in or outdoors. Staff have an excellent knowledge and understanding of the Birth to three matters framework, which supports children in their earliest years. Children have close relationships with all staff, especially their individual key worker who is responsible for coordinating and monitoring their care and development.

All ages of children are offered the same learning opportunities whether or not they are in receipt of funding for early years education. Less able children are offered excellent support from staff to help them to achieve tasks and more able children are provided with challenges to sustain their high level of interest in activities. They are in awe of the range of activities accessible to them. All children enjoy small group focus times when they have time to discuss their views and opinions. Good arrangements are in place for story times as children split into smaller groups according to their level of understanding, and staff use props such as farm animals to capture the children's interest.

Nursery education.

The quality of teaching and learning is outstanding. Children have extremely positive attitudes towards learning; they are very motivated and highly involved in activities throughout the day. Staff have an excellent knowledge and understanding of the Foundation Stage of learning. Children benefit greatly because staff plan and implement a very stimulating, vibrant and exciting curriculum. Systems for monitoring children's achievements, learning and development are very thorough and these are used to securely plan the next steps for their individual learning. Staff use an excellent range of teaching methods, such as open-ended questioning, to encourage children to think, demonstrating different ways of approaching tasks, such as drawing and cutting out butterflies. Staff allow flexibility within the planning by taking and extending children's learning opportunities as they arise, for example, observing a snail that appears in the garden or making a snowman when it snows.

Children have excellent opportunities to develop their early reading and writing skills; they are showing a great interest in books as staff use these for children to locate information during various activities, for example, when playing with sand, diggers and trucks on the floor. Children are learning that print carries meaning as they observe writing in the environment, for instance, in the home corner there is a selection of menus, newspapers, notebooks and lottery tickets. They make different patterns with their fingers in sand and liquid clay. Children are learning about living things as they grow beans, study snails and life cycles, for example, of the frog and butterfly. There are many wonderful opportunities for children to develop an interest in early problem solving as they build with a variety of construction toys, make puzzles, measure ingredients during cooking activities, post shapes and sort objects in to size, type and colour. Children have great fun during the number game of matching numbers and delivering letters to the right doors. In the garden, children have fun giggling and laughing as they explore what happens when they blow bubbles and they enjoy watching silver foil blowing in the wind as they run around.

Children have marvellous opportunities to be creative and imaginative through many role-play experiences. Staff provide a wonderful range of resources for children to use to develop their

imagination, for example, the home corner where children act out their life experiences. The staff made a pirate ship and the children enjoyed dressing up as pirates to staff their boat. At the beach party the children lay on their beach towels and imagine they are on some far exotic beach. Children are making decisions about what they want to do, for instance, in the creative area they have access to a huge range of materials and they are highly occupied as they design and construct with recyclable materials, paint and glue. Through open-ended questioning, staff help children to explore and consider different ways to fix things together, for example, they discuss which would be stronger, glue or selotape. Children decide whether they need a short or long piece of selotape to fix their boxes together. They are able to make decisions about where they display their art work and this helps them to feel valued and good about themselves. Staff provide an extremely rich learning environment in which children have excellent learning opportunities available to them and above all they are having fun.

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

The provision is outstanding.

Children's individual needs are promoted in an excellent way by staff; they are extremely valued and respected. They have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity, such as play food, puzzles, posters and dressing up clothes. Children are developing self-confidence and esteem as staff enable them to tell their news. Children are engaged to a high level in their chosen activities and are interested and excited by the activities offered; their behaviour is very good. Staff consistently and enthusiastically offer praise and encouragement to help children to achieve and feel good about themselves. This positive approach fosters children's spiritual, moral, social and cultural development.

Staff are able to provide excellent support for children with learning difficulties and/or disabilities. The special educational needs coordinator has attended relevant training courses. Staff plan well in advance to support children's individual care and learning needs effectively within the setting, for example, identifying a key worker, specific resources and staff training needs. They work in partnership with other professionals to meet the needs of the children effectively within the nursery.

The partnership with parents and carers whose children receive nursery education is outstanding. Parents attend open evenings twice a year with their child's key worker to discuss their progress and next steps for learning. Parents are fully informed of the early years curriculum and the activities their children participate in. Parents and carers of younger children are provided with information about their child's progress linked to the Birth to three matters framework. All parents state that they are very pleased with the care and education their children receive at the nursery. Parents are invited to social events, such as festival celebrations and sports day. Regular newsletters, information displayed on the notice boards and face to face contact ensures that parents and carers are well informed about their child's care and learning.

### **Organisation**

The organisation is good.

This nursery is extremely well organised because managers have a very clear understanding of their roles and responsibilities and lead the staff team very efficiently. Rigorous recruitment procedures are in place and children benefit greatly from the staff's enthusiasm and commitment.

Children feel safe and secure, although written risk assessments are not in place to fully support children's safety on outings.

The leadership and management for nursery education is outstanding. The management team provide an excellent range of toys and resources and they identify, and provide, new resources to support planned themes. This enables staff to provide exciting learning experiences and challenges for children. Very secure systems are in place to monitor the quality of teaching through staff appraisals, meetings and managers working alongside the staff while observing their practice.

Staff have an excellent knowledge and understanding of the National Standards, Foundation Stage of learning and Birth to three matters framework, which they are committed to applying throughout the nursery. The staff team work extremely well together; they are professional, motivated and dedicated. They are keen to develop their skills through further training and this demonstrates the team's commitment to developing their practice to benefit the children. Children are having a wonderful time as they learn through play. The setting meets the needs of the range of children for whom it provides.

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

At the last care inspection the setting was required to: obtain written consent from parents/carers to administer medication; ensure all areas of the nursery are maintained to a good standard of cleanliness; ensure all staff encourage the children to participate fully in the activities; and to organise the breakfast time to ensure the children have a comfortable and welcoming environment. Parent consent is now in place for medication administration and the nursery is maintained to a good standard of cleanliness. Breakfast time has been re-organised to allow children to help themselves to healthy cereals and toast. Staff are encouraging the children to be fully involved in the activities. This improves the care, learning and welfare of the children.

At the last nursery education inspection the setting was required to: ensure that all staff have knowledge and understanding of the stepping stones; ensure staff provide children with opportunities to extend and experiment within the good range of activities offered; and to improve record keeping systems. The staff have developed an excellent knowledge and understanding of the stepping stones and therefore, children have many opportunities to extend and experiment within the range of activities offered. All record keeping systems are thorough and up to date. As a result, children's education is fully promoted.

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

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 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.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- carry out written risk assessments for outings.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)