

Woodentots Nursery

Inspection report for early years provision

Unique Reference Number	EY254930
Inspection date	04 September 2007
Inspector	Lisa Ellis
Setting Address	Newgate Lane, Fareham, Hampshire, PO14 1AS
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Registered person	Charlies Little Angels
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?

Woodentots Nursery is a privately run establishment situated in HMS Collingwood Naval Base in Fareham, Hampshire. The nursery is registered to care for 90 children aged under five years and is open each week day from 07:30 to 18:00 for 51 weeks of the year, excluding bank holidays.

The nursery provides care for the children of service and civilian personnel who work in the base. There are currently 59 children on roll of whom 16 are in receipt of government funding for nursery education. There are systems in place to support children who have learning difficulties and/or disabilities and those who have English as an additional language.

The nursery employs 14 members of staff to work directly with the children. Of these 11 have relevant childcare qualifications and the other three are on training programmes. The nursery receives support from the local authority and the Pre-School Learning Alliance 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 benefit from the very good procedures that are implemented to promote their health and hygiene. They learn how to help protect themselves from cross contamination, such as hand washing before eating and after using the toilet. Older children talk about getting rid of germs as they wash their hands prior to having a snack, showing an awareness of the purpose of personal hygiene. Staff caring for young children are vigilant about hygiene, wearing disposable gloves and aprons when changing nappies and cleaning surfaces with anti-bacterial sprays. All children have their own bedding which is washed on a regular basis and all children are helped to clean their teeth after meals to promote their dental hygiene.

Children are dealt with appropriately following accidents as almost all staff hold current first aid qualifications and there are well stocked first aid kits which are also taken on outings around the base. Parents are asked to provide written consent for permission to seek emergency medical advice or treatment to ensure the children can be properly cared for following more serious incidents. Appropriate records are kept regarding accidents and medication and are shared with parents to promote the health of the children.

Children are provided with freshly cooked meals on a daily basis. The nursery employs a chef who follows a four week menu and the wishes of the parents to ensure dietary needs are fully met. Meals are healthy and nutritious to provide children with a balanced diet and are adapted to suit those with particular dietary requirements. As well as having a cooked two course lunch, children are provided with breakfast, a morning snack and afternoon tea. Drinking water is freely accessible to ensure children remain suitably hydrated. Babies are offered cooled boiled water throughout the day and older children can independently access their cups as they wish. Staff have a good understanding of the developmental needs of the children, ensuring that food is served at the correct consistency, for example, pureed, mashed or chopped.

Children are encouraged to have a healthy lifestyle by participating in physical activities on a daily basis, both within the nursery buildings and when using the purpose built outside play area. They are protected from the harmful effects of the sun as staff apply sunscreen before they play outside on warm days.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and well maintained environment that is well laid out to meet their developmental needs. Their work is displayed throughout the buildings to value their contributions and help them feel welcome and part of the group. Children play, rest and eat with others in their peer group and move around to different base rooms as they get older. As the nursery is situated in a naval base and all visitors have to have passes to enter, security is good. The nursery has further enhanced children's safety by fitting security key pads to external doors to monitor visitors to the setting.

Throughout the whole nursery children have access to clean and age appropriate equipment which is rotated to maintain their interest and provide them with different activities. All equipment is stored in low-level, labelled storage so that children can select their own resources which promotes their independence. Equipment to aid children's development is well used,

such as supporting cushions for babies who are learning to sit and low-level furniture so children can sit comfortably as they play.

Children are learning how to keep themselves safe through practising regular fire drills. Staff ensure safety measures are in place, such as socket covers, to reduce the risk of accidents. Children are very well supervised at all times and do not have access to rooms where there may be potential hazards, such as the kitchens and utility areas. Ratios are maintained and there are often supernumerary staff available to promote the safety of the children. Sleeping children are monitored as staff use intercoms and physically check the children at regular intervals. Good safety procedures are in place when staff take children on outings around the base. These are usually planned in advance with staff giving senior management a plan of where they are going and ensuring that a first aid kit, emergency contact details and a mobile telephone is taken should they need assistance.

Children's well-being is effectively promoted as easy to follow child protection procedures are displayed prominently around the nursery to remind staff of the action to take should they have concerns about a child's welfare. Staff are aware of the need to record and report concerns to help safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Young children thoroughly enjoy their time at nursery. Babies and toddlers are well stimulated by staff who have a good understanding of their individual needs and home routines which are followed as closely as possible to ensure continuity of care. Young children show excitement when familiar carers approach them, such as by shaking their rattles hard, smiling, clapping and holding up their arms to their key workers. Babies benefit from the staff constantly chatting to them as they play which helps them to develop early communication skills as they babble in response to adults voices. The baby unit is well laid out to meet young children's needs, for example there is a small sectioned off area for immobile babies which is brightly decorated and has mobiles hanging from the ceiling and a mirror ball to catch the children's eyes. Older babies enjoy crawling up to mirrored tiles low down on the wall to look at their reflections and make their way over to the toy boxes to select resources that they are attracted to.

Small groups of babies and toddlers show delight when staff put a bubble machine on for them. Younger babies are shown to hold out their hands to catch them while the older children crawl along the carpet to squash them as they settle on the floor. This activity is repeated with the older toddlers later in the day who squeal with laughter as they catch the bubbles on strips of fabric.

Children benefit from a wide range of activities that staff plan using the Birth to three matters framework. Staff make regular observations on the children's progress which is recorded in their development files and used to plan future activities to help them in play and prepare them for the next stage in their learning. For example, older toddlers are shown how to hold pens correctly to help them make marks and develop pre-writing skills.

Nursery education

The quality of teaching and learning is good. The pre-school room is well laid out into different areas of learning where children freely move around to access a wide range of worthwhile activities. High ratios are adopted which provide children with quality interaction from staff

who are interested in what they have to say and appropriately question them to extend their learning. The staff plan activities as a team, using their observations of children's achievements to see where individual children require additional support or can be challenged further. Focused activities are well planned and are flexible to meet the needs of the children in attendance. Staff have received training on how to evaluate activities to see if they have been worthwhile in the children's learning. Evaluations of activities are undertaken following each focused activity to assess if the learning intention has been met or if activities need to be adapted to suit the individual requirements of the children.

Children are very involved in their learning. They enjoy taking it in turns to be the "happy helper" where they assist the staff in selecting resources, telling other children when it is time to tidy up and getting out crockery and cutlery for meal times. They are very keen to take on this role and enjoy the responsibility, often asking staff what day they are going to be helping next. Children are confident, inquisitive and understand that they all have different home circumstances, for example, a small group of children talk about their dads being on a ship while another child tells the group that his dad is going to go away on a submarine. Staff take these opportunities to explain new words as some children do not know what a submarine is.

Children are very good at taking turns and sharing and show high levels of independence, for example, serving their own food and drinks at snack time and fetching their own aprons for messy activities. They are very well behaved and use good manners which is promoted and praised by the staff. Children are familiar with the daily routines and the use of a timer which is used to give them a five minute warning prior to tidy up time.

Children are making good progress in all areas of learning. They practise number, letter, shape and colour recognition on a daily basis during small group time and have many opportunities to practise mathematical and communication skills during general play as well as part of focused activities. Children listen well when staff explain activities to them and enjoy listening to stories being read to them individually and in a whole group. Many children can identify written letters and can successfully link sounds with letters and write recognisable letters. Children are encouraged to try and write their own names on their work but are given support by staff as required. Many children are able to recognise written numerals and use mathematical language. They confidently talk about size and shape and do basic calculation and problem solving during general play. They competently use one to one correspondence as they count each other and objects, such as cups to make sure they have enough for all the children.

Children are learning about technology through daily access to the nursery computers where they are taught how to use them properly in small groups. Staff clearly explain to children how to use the mouse and how they can make the computer do different things. New words are added to children's vocabulary as they do this. Children enjoy experimenting and freely access resources in the investigation area, such as bug finders and magnifying glasses which they use to look at fir cones, pebbles and small gemstones. They learn about the wider community through outings in the naval base and learn about the wider world through planned activities covering festivals from around the world.

Children enjoy dressing up and acting out their own scenarios in the role play area. They use a mix of real and pretend items to get into character, for example a real babies bottle to feed their pretend babies. Staff make comments and ask questions about what they are doing to extend their learning and make them think. Children show good imaginations and team work by making a rocket out of chairs to take them to the moon. They independently access resources that encourage their creativity, for example, they select a range of craft materials and ask staff

to pour them some glue so they can do a sticking activity. Staff remind them of all the resources that are available to them then allows them to get on with their art work without interfering.

Children enjoy using their gross motor skills in the garden where they run about, use ride on toys and manoeuvre their way around safely, showing good spatial awareness. Although children participate in physical activities outside most days, they are given limited opportunities to participate in activities that cover other areas of learning as the garden is not set up for this to happen. The owners have already identified this as an area for improvement and are looking at ways to bring different activities into the outdoor environment. Plans reflect that children use their bodies in a variety of ways through activities such as dance and yoga. Children show good hand to eye co-ordination in activities such as threading which helps them to develop their fine motor skills.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with equal respect and all have equal opportunities to participate in the full range of activities on offer. They learn about other cultures and beliefs through planned topic work and have access to a range of books and resources that promote diversity. The building is accessible for wheelchair use and there are systems in place to meet the needs of children with learning difficulties and/or disabilities. Children's social, moral, spiritual and cultural development is fostered. They benefit from having visitors from the local community such as police officers and the 'zoo lab' who bring animals into the group to help children understand about the care of living things.

Children are aware of the behavioural boundaries throughout the nursery. Staff have high expectations of children and act as positive role models for them so they know what is acceptable behaviour. They are helped to learn right from wrong as they are gently guided away from unwanted situations. The whole staff team have recently undertaken training in behaviour management to ensure consistency throughout the nursery and to learn how to manage unwanted behaviour positively. Children are rewarded individually with stickers for good behaviour to encourage them for the future.

New parents are invited to visit the nursery with their children as many times as they like to help them settle into the environment and nursery routines. They are asked to complete detailed information sheets about their children so that staff can follow home routines as closely as possible to promote continuity for care for the children. As children move around the nursery parents are invited to meet their children's new key worker and to look at the rooms that will be their new base.

Following the last inspection a questionnaire was sent to all parents to give them the opportunity to identify strengths in the group and areas that they would like to see improve. From these questionnaires and through discussions with parents during the inspection it is clear that parents are happy with the quality of care, although there are several comments about the quality of feedback regarding their children's care and education. Senior management have addressed this by creating new daily diaries which will work as a two-way communication tool between the nursery and home to share important information about the children's day and the progress they are making. However, these new diaries have not yet been implemented and parents have identified that feedback is sometimes difficult to obtain on a daily basis, particularly for parents collecting children at lunch time when key members of staff are taking their breaks.

The quality of the partnership with parents and carers of children in receipt of government funding for nursery education is satisfactory. When children move into the pre-school, parents receive information about the different areas of learning and the sort of activities that their children will be offered. They are invited to termly meetings to discuss their children's progress and can contribute to forthcoming planning, identifying areas that they feel their children may need additional support in or can be challenged further. Parents receive a monthly planning sheet which covers the areas of learning that their children will be covering and suggested activities to do at home to enhance what the children are learning in nursery. A new initiative has been devised to inform parents on a monthly basis of their children's progress through the stepping stones and to the next steps in their learning, however as this has only just started, parents have yet to see any impact on the quality of feedback they receive.

Organisation

The organisation is good.

The nursery meets the needs of the range of children for whom it provides. It is well laid out to meet the varying needs of the children in attendance and is well organised to ensure children are supported in their play. Ancillary staff are employed to ensure that qualified staff can spend the majority of their time with the children. Over half of the staff team hold relevant childcare qualifications and the remaining are on courses to obtain a qualification. All staff participate in in-house training to ensure they are up to date with childcare initiatives. Information is provided for parents about the staff, their role within the organisation and their qualifications so they can be aware of who has been caring for their children. Systems are in place to ensure the ongoing suitability of staff to ensure they remain suitable to work with the children.

All of the regulatory paperwork is in place, is stored confidentially and is shared with parents as necessary to promote the welfare of the children. Children are protected from unvetted persons as they are never left unattended with them. Ratios are maintained at all times and accurate records are kept of children's attendance and show where staff and children are within the nursery to promote safety. All staff have written job descriptions so they are aware of their role within the nursery. They receive regular supervision sessions from senior members of staff to identify training needs.

The quality of leadership and management is good. Since the last inspection changes have been made to the provision of nursery education which have positively impacted on the quality of education for the children. Identified weaknesses have been addressed with the nursery appointing an office worker to free senior members of staff up to spend time in the nursery monitoring the quality of teaching and learning. Staff have received worthwhile training on planning and assessments and have used this knowledge to review how planning is developed to help children make progress at their own rate to help them reach their full potential.

Improvements since the last inspection

At the last inspection five recommendations were raised that related to the care of the children. They were to request written permission from parents for seeking emergency medical advice or treatment; to improve the daily registration system; to improve security; to further promote hygiene at meal times and to make more frequent and better use of observations to inform planning for children following the Birth to three matters framework.

The nursery has now issued permission slips to seek emergency treatment where needed which helps to further promote the health of the children. Room registers now clearly show which

children and staff are present in each room which promotes children's safety. The security of the back doors has improved as key pad entry systems have been installed so visitors cannot gain access to the buildings if they are not accompanied by a member of staff. Hygiene has improved at meal times as children no longer share communal dips. Staff have now received training on the Birth to three matters framework and are making more regular observations which are used in future planning to help children make progress in their development.

At the last inspection the quality of nursery education was found to be inadequate which resulted in three actions being set. They were to develop systems to ensure that the observations of children's achievements are regular; to ensure that appropriate activities are planned to suit children as individuals and to improve systems to monitor and evaluate teaching and children's individual progress to ensure effective learning takes place.

These actions have been effectively met by rearranging the staff team and providing further training for staff on how to use observations to plan for the next stages in children's learning. Written plans now show differentiation for more or less able children which meets the needs of children as individuals. Senior management are now more hands on with the children which allows them to monitor the staff and identify training needs to enable staff to plan appropriate activities for the children.

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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On the basis of the evidence collected on this inspection:

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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):

- devise a system to improve feedback for parents who collect their children at lunchtime

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):

- further develop the use of the outdoor play space to enhance all areas of learning

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