

Woodend Day Nursery

Inspection report for early years provision

Unique Reference Number	206335
Inspection date	12 December 2007
Inspector	Sally Ann Smith
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Registered person	Ninetta Lowe
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?

Woodend Day Nursery opened in 1995. It operates from four rooms on the ground floor of a privately owned house. The nursery is open each weekday from 07:30 to 18:00 all year round. All children share access to a secure and enclosed outdoor play area.

There are currently 100 children from birth to eight years on roll. Of these, 24 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 11 staff. Of these, nine members of staff hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate a good awareness of appropriate hygiene routines. Older children independently visit the toilet and know that they must wash their hands when they have finished. Younger children are supervised as they clean their faces and hands with individual flannels rinsed in warm water. Planned activities look at personal care, diet and exercise to develop children's awareness of a healthy lifestyle. Activities are fun and children enjoy washing their dolls in bubble bath to ensure they are nice and clean. When younger children drop their cup on the floor they go 'uh oh' and staff respond by saying 'we need to wash that now don't we'. All the required documentation for the administration of medication and accident recording is in place. Medication is stored safely and a fully stocked first aid box is available for dealing with emergencies. All staff receive first aid training which is updated as necessary. Effective routines which are consistently implemented by staff ensure that all areas used by children are hygienic. For example, toilets are regularly checked to ensure they are flushed and clean.

Children are provided with a good range of nutritional snacks and meals which include a balance of dairy, protein, fruit and vegetables. Meals are freshly prepared each day and these are varied to develop children's tastes. Children are served with good sized portions and seconds are readily available if required. Older children are often involved in cooking activities and regularly prepare their own snack, cutting and chopping various fruit and vegetables of their choice. Children have a choice of water or milk to accompany their snack and can independently access water throughout the session. Each child has their own water bottle which they help themselves to as and when required. A picture prompt reminds children to drink throughout the session. Children and staff sit together making meal times social occasions. Younger children sit in highchairs alongside their peers and wherever possible are encouraged to be independent, feeding themselves therefore developing hand and eye coordination.

Children are engaged in a variety of healthy exercise both inside and outside. Good use is made of the large outdoor play area to develop children's physical skills. Children move confidently and imaginatively as they use stilts and beams to practise balancing skills and participate in assault courses where they go under, over and through various equipment. Children enjoy planned activities where they move in different ways, for example, falling like leaves from a tree. Children also practise different actions and combine these to repeat a range of movements. Small and large balls help to develop their throwing, catching and general coordination. Children enjoy music and movement sessions and participate in ring games following instructions so that they move in different directions, jump, bend and stretch.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a warm, welcoming environment where staff are approachable and friendly, therefore, ensuring that children are happily settled. Photographs of children playing and their artistic talents prominently displayed help to develop a sense of belonging for children. Toys and equipment are suitable for children's age and stage of development and easily accessible. Tables and chairs are arranged to enable children to move around safely and also provide sufficient floor space where children can play. Younger children are able to crawl, roll or toddle around. Children's safety is promoted because they are cared for by staff who are vigilant and ensure that safety is a priority in all areas of children's care. All staff are familiar with risk

assessments and daily checks are undertaken of all areas to minimise any potential hazards. This includes scrutiny of the accident book to identify any patterns of incidents emerging which may need to be addressed as part of the risk assessment. Access to the nursery is closely monitored with secure doors and safe boundaries. All visitors are requested to produce identification before being permitted entry.

Children learn about many aspects of safety through planned activities and daily routines. Role play activities help children to develop an awareness of road safety. They learn why wearing a reflective coat is important in keeping them safe. During outdoor play children stop at the zebra or pelican crossing when driving their cars or riding their bikes to enable pedestrians to cross the road. Various story sacks such as 'Teddy takes a tumble' enable children to look at books and props to develop their awareness of safety in the home. For example, they learn what is safe and unsafe to touch and why.

Staff demonstrate a sound understanding of child protection and the associated signs and symptoms. They are clear of the referral process should they have any concerns. A written policy is shared and discussed with parents, which means they understand staff's responsibility to report any concerns. Staff are familiar with procedures where an allegation is made against a member of staff. This ensures children are fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children's emotional, physical, social and intellectual development is promoted effectively as they are involved in a wide range of stimulating and interesting activities. Staff consistently interact with children by talking, smiling and making regular eye contact and respond to children's needs. Staff respond to babies gestures and interests. For example, babies pick up a ball and throw it to a member of staff who responds by throwing it back. This is repeated over and over again until babies tire of the activity and their interest is diverted elsewhere. Younger children are encouraged to develop their physical skills as they attempt to roll, crawl and toddle supported by staff. Time is given for children to be active and have sufficient rest according to their individual needs. Older children have quiet periods where they can relax, for example, looking at books or sitting at circle time. Good use is made of the 'Birth to three matters' framework to support play and learning for children under three years. Lots of messy play with paints and other materials enable children to explore textures, develop early mark-making skills and develop their imagination.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a sound understanding of the Foundation Stage and the six areas of learning. Continuous learning plans are used to very good effect by staff to ensure that they focus on a specific area of learning and promote discussion and conversations that challenges children's thinking. The quality of staff's interactions with children is exceptionally good and they continually extend and consolidate children's knowledge and understanding through appropriate questioning. They listen carefully to children ensuring that they can all have their say and respond appropriately by answering any questions they pose. Children are encouraged to take turns in speaking and listening and maintain concentration for long periods of time. This is enhanced by the way in which staff engage children's interest, using props and visual stimuli, consistently involving the children. As a result, children develop their confidence in speaking in a group and some quite happily share jokes, making both staff and children laugh. Children bring items from home to 'show

and tell' and share any exciting news with their peers. Whilst staff often focus on a specific stepping stone, particularly during adult-focused activities, they also recognise that areas of learning are inter-related and children develop skills and competencies across several areas of learning. However, whilst plans for these activities identify learning intentions they do not consistently identify how activities can be adapted and extended for children.

Children's independence is encouraged as they visit the toilet on their own, pour drinks and prepare their own snack. They are also encouraged to put on their coats, hats and gloves before playing outside or put on aprons for messy play. They are confident to approach staff for help, support or to ask for additional play resources. For example, children play with the building blocks making bridges and ask a member of staff for some cars who willingly obliges. Children observe whether the cars will fit underneath and are pleased when the cars go under all the bridges without knocking them down.

Children thoroughly enjoy 'circle time' which is interesting and fun. They recognise words that convey instructions such as looking, listening, thinking and concentrating. They know that they use their brains to do this and describe different scenarios where they are required to concentrate. For example, children say 'we need to concentrate when we walk on the beams cos we might fall and bump our head'. Staff prompt children to think and remember. For example, a member of staff says 'Oh dear, I have come to nursery and I have forgotten our topic for the week' and children respond in unison 'it's winter'. A discussion ensues about winter weather, clothes and pursuits. Children attentively listen to stories and recognise rhyming strings such as 'gruffalo', 'buffalo'. They recognise letters and initial sounds in words as they play games such as 'I Spy' and 'lotto'. Good use is made of the writing table where children see different styles of writing such as Urdu and Chinese. Children copy their names and have fun making their own story books using pictures and words. Children have good pencil control and are shown how to hold their pencils and crayons correctly. They are encouraged to use both hands when writing or drawing so that they can develop their own preference. Children enjoy joining in discussions and recalling what they have done.

Children develop mathematical concepts during their play and observe numerals in their environment. They recognise that only four children can play in the home corner and when asked what happens if there are five children in the corner recognise that one child must come out. Staff say only two children can play on the carpet but children correct them and say 'no it's five'. Children count back from five and 10 when singing songs and are aided by visual props so that the activity has meaning rather than children counting by rote. They count how many girls and boys are present and add the numbers together to get a total. Further planned activities develop their understanding of addition and subtraction and the corresponding symbols such as plus and equal signs. Children play various board games, counting the dots on the dice and moving their counters accordingly. Children understand that numbers are used in different contexts, for example, phone directories and they look for a number as they dial the hairdressers or electrician when in the role play area.

Regular discussions and activities develop children's awareness of their environment and the world in which they live. They look at different animal homes and habitats and why some creatures hibernate. They regularly use magnifying glasses to observe mini beasts in the garden and compare different features. Children watch a tadpole transform into a frog, developing their awareness of life cycles. They enjoy tending to their seeds and bulbs in the garden and see them grow into sunflowers and daffodils. They learn that plants need water and sunlight to grow. Imaginative topics and themes develop children's awareness of electricity and its uses.

They observe electrical equipment in their environment and look at how these work. A topic on space and the solar system looks at different planets.

Children thoroughly enjoy all messy play and enthusiastically participate in a range of activities. They have regular access to free painting to develop their own ideas and use their imagination. Children experiment by mixing colours together to see what they create and look at light and dark shades. Novel ideas encourage the use of different media to explore colour. For example, children 'paint' with tissue paper dipped in water and observe how the dye is transferred to their blank canvas. Children explore texture as they experience the sensation of cold custard and cornflour with their hands. Rather than buying decorations, children make their own baubles to hang on the Christmas tree. Children have lots of fun and are involved, interested and enjoy their play.

Helping children make a positive contribution

The provision is good.

Children and parents are made very welcome to the nursery and time is taken by staff to greet everyone individually. Staff liaise closely with parents to ensure that the individual needs of children are met. They take time to talk to parents at the beginning and end of each session, sharing relevant information about their child's routine. All children have equal access to a large range of resources and equipment to meet their age and stage of development. Children partake in activities to develop their awareness of the wider world and different cultures. Chinese New Year provides children with opportunities to develop their creative talents as they design and make a dragon and perform a 'dragon dance'. They sample a range of Chinese foods. They go out into the community and observe different places of worship such as churches and temples. Resources such as books and puzzles are available to support children's learning. However, there are few visual aids to promote and consolidate children's awareness of cultural diversity and disability.

Children with learning difficulties and/or disabilities are made welcome and fully included in all aspects of the daily routine. A designated member of staff is assigned the responsibility of Special Educational Needs Coordinator (SENCO) and regularly attends training specific to her role. This helps in understanding the various procedures and processes that parents go through in order to access help and support and how staff can support children whilst in their care. Staff carefully monitor, observe and record children during the day and in consultation with their parents devise strategies to help with children's care, learning and play. Staff are happy to work with other professionals at the instigation of parents.

Children's spiritual, moral, social and cultural development is fostered. They are very well behaved and know the routine well. They know when it is tidy up time and help to put the toys away. Older children learn to take turns when playing with toys and listen to each other when speaking in a large group. They learn to be sensitive towards each others feelings. Staff create a calm atmosphere where there are no raised voices. Any disputes are resolved through explanation and discussion. Clear boundaries are in place which are continually reinforced developing all children's awareness of responsible behaviour. Whilst explanation is regularly used for older children to develop their awareness of inappropriate behaviour, staff use distraction for younger children until they are old enough to understand the consequence of their actions.

The partnerships with parents and carers are good. There is a two-way flow of information and knowledge which has a positive impact on children's learning. Staff are very aware of the

importance in acknowledging that parents play an integral part in their child's learning. Therefore time is spent gathering information from parents to complete children's development profiles to plan for this. Profiles are shared with parents during the term as they talk about their child's progress and achievements. In addition, parents have appointments with staff to discuss their child's learning. An information booklet informs them of policies and procedures and an overview of the six areas of learning for the Foundation Stage. Planning for both 'Birth to three matters' framework and the Foundation Stage are displayed for parents' perusal. The notice board informs parents of weekly themes and newsletters provide suggestions for activities to be done away from nursery to support children's learning.

Organisation

The organisation is good.

Children appear happy and content in their environment and have good, positive relationships with staff, all of whom are appropriately vetted. Robust procedures are in place to recruit staff who have to demonstrate their knowledge of good child development. Once appointed, staff have a probationary period to ensure that they are suitable and can fulfil all their duties conscientiously and consistently meet the needs of children in their care. They demonstrate a thorough understanding of the setting's policies and procedures and implement these effectively. All staff are made fully aware of their roles and responsibilities. They work well together and are committed and professional in all areas of their work ensuring that children benefit in all areas of development. They deploy themselves effectively to ensure that children are happy and settled and plan their time well spending most of it working directly with children. Accurate records of children's attendance is maintained to record their arrival and departure times.

Leadership and management is good. The manager is closely involved with staff and children on a daily basis and monitors service delivery. She ensures that staff follow policies and procedures correctly to ensure that children's care and educational needs are met effectively. The person in charge has a clear vision for the nursery to ensure that good quality care is provided for children. She is very effective in ensuring that staff feel valued and included and regular staff meetings enable staff to contribute their ideas and share good practice. Staff discuss and share ideas for children's learning so that the activities are stimulating, fun and interesting. However, whilst staff endeavour to evaluate activities these are not detailed enough or used effectively to inform future planning. Staff are encouraged to improve all areas of their practice and regularly attend any relevant training to update their knowledge. Through appraisals and monitoring practice the manager ensures that staff are able to effectively implement the curriculum requirements. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was required to: improve documentation to ensure that records, policies and procedures required for the safe management of the provision are maintained in relation to staff attendance, record of visitors, equal opportunities policy, behaviour management statement including a designated staff member, child protection procedures and medication records; improve staff qualifications, developing an action plan, including timescales, detailing how at least half of all childcare staff will hold an appropriate qualification in childcare; develop risk assessments to include action taken to minimise identified risks, and safety in relation to fire doors being propped open; improve activities provided for younger children to develop their intellectual skills and understanding, particularly in relation to the use and effectiveness of 'workbooks' with the older toddlers.

Appropriate records are now maintained to record staff attendance and the arrival and departure of visitors. A written policy is in place for equal opportunities, child protection and behaviour management which are shared with parents. A named member of staff is responsible for behaviour management. However, the child protection policy has not been updated to reflect the change of responsibilities from Area Child Protection Committees to Local Safeguarding Children Boards. Staff are required to read and sign the policy folder to acknowledge that they understand how to implement the policies. A 'policy of the month' is discussed at staff meetings to consolidate staff's understanding. The nursery employs 11 members of staff of whom nine have appropriate early years qualifications. Risk assessments are undertaken regularly both inside and outside the nursery to ensure that hazards to children are minimised. A good range of activities are planned for younger children to develop all areas of learning and staff avoid the use of workbooks.

With regard to the nursery education, the nursery was required to: monitor planning to ensure sufficient coverage of the early learning goals. Also ensure planning is informed by assessment of individual children's abilities and progress, thus providing appropriate extension activities for older or more able children; revise the current system of assessment ensuring it is clearly linked to the early learning goals and provide opportunities for parents to contribute to their children's records; provide more opportunities for children to develop independence and self-help skills and to use developing mathematical ideas through practical problem solving either through planned activities and everyday routines.

Planning incorporates all six areas of learning effectively ensuring that the stepping stones are used to observe children's progress towards the early learning goals. Staff observe activities and children's general play to assess their level of understanding and abilities. However, this information is not consistently used to inform adult focused activities and how these can be adapted and extended for children. As a result, a recommendation has been made in light of this inspection. Parents are regularly consulted regarding their child's learning and complete profiles. They also have regular opportunities to discuss their child's progress with staff and attend more formal meetings to look at specific areas for development. Planned activities and daily routines provide children with numerous opportunities to develop their independence and mathematical skills.

Complaints since the last inspection

A complaint was received regarding National Standard 6: Safety; National Standard 7: Health; National Standard 11: Behaviour; National Standard 12: Working in Partnership with Parents and Carers and National Standard 14: Documentation. Concerns were raised relating to accident reporting, bullying and supervision of children. Ofsted carried out an unannounced visit where discussions were held with the manager. Records and staff supervision was observed. Some records were unavailable for inspection, which is a breach of regulations. As a result, an action was agreed to ensure that all records relating to day care activities are available for inspection at all times. In addition, a recommendation was also raised to ensure the parent and children's privacy is maintained at all times particularly in relation to the complaints log. The provider remains qualified for registration.

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):

- increase the range of positive images and planned activities to reflect cultural diversity and disability (also applies to nursery education).

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 further the planning of activities to show how they can be adapted to meet all children's needs
- make effective use of evaluations so that they are sufficiently detailed to inform planning.

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