

Woodlands Day Nursery

Inspection report for early years provision

Unique Reference Number	EY250305
Inspection date	11 January 2008
Inspector	Sue Boylan
Setting Address	St. Helier Hospital, Wrythe Lane, Carshalton, Surrey, SM5 1AA
Telephone number	(020) 8296 2467
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Registered person	Epsom & St Helier NHS Trust
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Woodlands Day Nursery is one of two nurseries run by Epsom and St Helier NHS Trust. It opened on this site in 1993 and is situated in the grounds of St. Helier Hospital. The setting provides day care for children of NHS staff. A maximum of 54 children may attend the nursery and a maximum of 24 children may attend the play-scheme at any one time. The nursery is open each weekday from 07:00 to 17:45 for 52 weeks of the year. The play scheme is open from 07:00 to 17:45 during school holidays. The nursery operates from five playrooms within a purpose built building and children share access to a secure enclosed outdoor play area.

There are currently 65 children aged from seven months to under five years on roll. Of these, 24 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and currently supports children who speak English as an additional language.

The nursery employs 14 staff. All of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy varied, nutritious meals and snacks that are supplied from the hospital kitchens. They are transported to the nursery in insulated boxes where staff check the temperature of the food with a prob on arrival. Staff are well aware of individual children's dietary requirements and make sure an alternative menu is available if requested. Meal times are a sociable occasion and children enjoy the opportunity to sit with staff and their friends to eat their food. Children know if they are thirsty and are able to help themselves to water at all times.

Children are cared for in a clean environment where effective hygiene procedures are in place to protect children's health. For example, staff serve food wearing disposable gloves and aprons, they wipe tables with anti-bacterial spray. The daily routine mostly provides opportunities for children to learn the importance of personal hygiene, for example, wiping their nose and covering their mouth when coughing. However, there are occasions when older children rinse their hands under the tap without using soap and the routine to make sure babies/toddlers have clean hands before eating their snack is inconsistent. Older children in pre-school, rest after lunch, this involves them choosing a cushion and lying directly on the floor to listen to a story tape, this practice does not provide a comfortable environment if they want to sleep and is not protecting children from the risk of cross contamination.

A sufficient number of staff are first aid trained so children receive appropriate treatment if they have an accident or minor injury. Children lead a healthy lifestyle because they have daily opportunities, regardless of the weather, to play outside in the garden, sometimes under the covered area, they recently started to participate in a structured, fun fitness activity called 'Tots in Sport'.

Staff working with babies and toddlers are experienced with this age range. They respond appropriately when babies express their needs both verbally and non verbally. For example, finding their special comfort blanket when a child begins to cry, providing a cuddle when a baby crawls up to them and feeding a baby so they snuggle down comfortably to have their milk. Babies and toddlers sleeping and eating routines are maintained at all times, this provides continuity of care and contributes to their health and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, child-orientated environment. They can move around easily and their independence is encouraged. Displays of children's art work and photographs of recent events show staff value the children and their contribution. There is adequate space for most children to play, eat and rest comfortably. The selection of equipment and resources available is in good condition and suitable for the ages of children attending.

Good security arrangements ensure children are protected from unwanted visitors. Staff are vigilant in their supervision and are aware where children are at all times. There are appropriate safety procedures in place, such as checking sleeping babies at regular intervals and recording the information. Staff monitor the completed accident forms to see if children are at risk from re-occurring hazards. The manager has recently introduced a daily safety check list, however, risk assessment of the building and outside area is not carried out on a regular basis, for example,

documentation shows it was last completed in 2004. This does not protect children's safety. Parents confirm in writing they agree for their children to be taken in the minibus and on public transport, however, this consent does not include going on an outing if the children walk.

Children are learning to keep themselves safe because staff constantly talk to them, for example, 'I'm going to put some towels down to soak up this water because otherwise you might slip' and 'come out from under the easel, you might bang your head'.

Children's welfare is safeguarded because staff have a satisfactory understanding of child protection. There is a suitable policy and a rolling programme of training. Staff know who to contact if they have concerns a child is being abused or neglected.

Helping children achieve well and enjoy what they do

The provision is good.

Children separate well from parents and carers. They arrive happily and readily approach staff who are attentive to their needs. Babies and toddlers enjoy a range of exciting activities to stimulate their senses, such as rice pudding play, corn flour and finger painting. They are beginning to form relationships with each other, for example, one toddler gives a kiss and puts her arms around one of the babies. Babies and toddlers well-being is met because staff respond to individual needs appropriately, for instance, helping a baby who realises she is unable to move as she attempts to crawl. Children laugh and smile as they pretend to feed the dolls, wrap them in a blanket, ready for bed and pretend to use a mobile phone 'like daddy'.

Children throughout the nursery have a love of books. They approach staff with a favourite story, sitting on their laps, turning over the pages and pointing at the pictures in delight. Babies are inquisitive when they help to push a cube through the 'peek-a-boo fish' and watch it come out the other end. Staff working in the toddler and baby rooms are starting to make good use of the Birth to three matters framework. There is clear planning of their activities and generally their progress is monitored by fairly regular observation. Toddlers are developing a sense of humour as they hide by the side of the cupboard, look quickly to see who is watching and laugh when a member of staff sees them.

Children attending the play-scheme benefit from a range of stimulating activities and projects, such as 'Christmas'. They participate in designing tree decorations, cards, calendars and enjoy a party with plenty of fun games to join in with the end of the play-scheme. Staff plan for the weeks children attend so they know what to expect. This includes outings to the theatre, farm and the pottery centre. Children love to create and involve themselves in mask making and clay modelling.

Nursery Education

The quality of teaching and learning is satisfactory and staff have an adequate knowledge of the Foundation Stage. They plan the curriculum to offer a range of activities to extend children's experiences, however, the plans do not include any focus activities. There is a system to observe, record and assess children's progress. However, these are not completed regularly enough to effectively plan for children's individual next steps in learning.

Children have a sense of belonging and are quick to join in and become involved. They are independent and show good self help skills when putting on their coats to go outside and laying the table for lunch. Children are making relationships with each other, for example, initiating

a game about a jumping bean 'monster', they take turns to pass it round the group of four children, listening to the individual verbal responses about the face, sound it makes and colours. Children enjoy the opportunity to make marks, most are able to pick out their name card and some older children are attempting to write recognisable letters.

Children enjoy activities to experience texture. They show good levels of concentration as they mix and pour water into bowls of porridge oats, talking about the feel, smell and changes in consistency. They are able to communicate their own ideas, for example, making a card for 'mummy', at the work shop, using paper, scissors, glue and pencils. Most children are counting up to 10 and some beyond. They are matching shapes and thinking about more and less, when they sing number related songs, such as 'five speckled frogs'. Children love 'special time', just before lunch, for instance, they pass a selection of different musical instruments around the circle, each choosing a song to sing whilst playing in time to the rhythm.

Children move with control when running in the garden, some are skilful at bouncing a basket ball and throwing it into the net. They benefit from opportunities to use their imaginations, for example, climbing into large cardboard boxes, having their lunch in the home corner and using the role play hospital. Some children are able to recollect past events, such as remembering a member of staff did not eat banana when another child offered her some in their game. Children's knowledge and understanding of the world is enhanced as they watch the changes when making bread to take home and explore the mini beasts in the water, however, there is limited opportunity for children to access programmable equipment, such as a computer in working order.

Helping children make a positive contribution

The provision is good.

Children behave well and benefit from the calm and caring approach of the staff. Children's self-esteem is fostered because they are praised at every opportunity, for example, 'give yourselves a clap for tidying up the room' and 'I love your manners'. Children follow daily routines which help them to be polite and share. They willingly cooperate and take turns, for instance, going to the bathroom before eating. Children in pre-school enjoy the opportunity to be a 'special helper', by sitting with a chosen friend at the 'top table' during lunch.

There is good partnership with parents. Staff keep parents well informed about the setting and Foundation Stage through termly newsletters, notices displayed, regular coffee mornings and an information pack. They are invited to meet with staff twice a year to discuss their child's progress and go through a written report. Staff are available on a daily basis to provide verbal feedback and written communication books are completed for parents of younger children. Home visits are organised for new children about to join the nursery, it provides an opportunity for parents to talk to staff about their child's individual needs. This ensures consistency in care for children. Parents are complimentary about the nursery and make comments, such as 'approachable staff' and 'they meet my child's individual needs well'.

There are good opportunities for children to learn about the world around them. They have resources to reflect positive images of today's society and enjoy participating in themed activities, for instance, making pizza during Italian week. All children are included in the day-to-day routine of the nursery and staff work closely with outside agencies when specific needs are identified, this ensures suitable care is provided. Children are beginning to learn about the local community. They enjoy walking to the local greengrocers and through the

nearby woods. All of which means children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. There is no formal system in place to evaluate the teaching and learning, this means staff are not always able to identify areas within the curriculum to improve. Staff are aware of their roles and have opportunities to attend external and internal training. The manager recognises the nursery's strengths and weaknesses and wants to encourage change in working practice when it is in the best interests of the children.

There are effective recruitment procedures and staff are not employed until fully vetted. There is a comprehensive range of policies and procedures which are currently being reviewed and amended if required. The required records that contribute to children's health, safety and well-being are mostly in place and maintained accurately, however, some completed accident forms are stored in a diary, which is accessible to parents/carers and does not provide confidentiality.

There is a structured but flexible routine so children know what to expect. Children benefit from staff who are committed to providing a caring and secure environment. They are split into age groups for most of the day, only usually coming together for breakfast and the end of the day. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection the provider agreed to ensure Ofsted is always notified of a serious injury to any child or adult on the premises and improve the safety of children when they are wearing socks, on different surfaces. The manager is well aware of their responsibility to report any significant event to Ofsted and children's safety is protected at all times.

At the last nursery education inspection the provider agreed to develop the current system to use observations and evaluations of activities to inform planning for the next stage in children's individual development; devise and implement a rigorous system to monitor and evaluate the education provided and develop staff's knowledge and understanding of how to plan and promote mathematical development, communication language and literacy skills. There has been little improvement in relation to observations of the children to inform planning and there is no formal system to monitor and evaluate the teaching and learning provided. Staff's knowledge of mathematics, communication, language and literacy has improved and children experience a range of suitable activities to extend their learning.

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):

- improve the rest arrangements for children in pre-school
- ensure hand washing routines are consistent
- improve the system to complete regular risk assessment
- maintain confidentiality with all written records

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):

- devise a formal system to evaluate and monitor the teaching and learning
- implement individual focus activities into the planning
- improve the system to observe children so their next steps can be linked into the planning

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