

Woodlands Day Nursery

Inspection report for early years provision

Unique Reference Number	EY235804
Inspection date	30 October 2007
Inspector	Patricia Bowler
Setting Address	1 Park Road, Birstall, Leicester, Leicestershire, LE4 3AX
Telephone number	0116 2675427
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Registered person	Woodlands Day Nursery Limited
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?

Woodlands Nursery opened in 2002. It operates from nine rooms within a converted residential property in Birstall, Leicestershire. A maximum of 73 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 86 children aged from birth to under eight years on roll. Of these, 21 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 23 members of staff. Of these, 17 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment where comprehensive policies and procedures are established to promote their health. However, on occasion these are not vigilantly maintained by staff to ensure children are not exposed to possible cross-infection. For example, emptying a used potty and ensuring a soap dispenser is refilled. Staff wear single use aprons and gloves during changing procedures, and arrangements for parental provision of nappies and creams ensures children use familiar products to prevent any possible allergic reactions.

Children are developing well in their personal care. Older children use liquid soap dispensers. They know why they need to wash their hands following toileting and before meals, listening to staff and talking knowledgeably about germ control. Disposable towels are used throughout the nursery and children know to place used ones in bins provided.

Parents are kept informed about health issues, sickness and accidents through clear recording systems, and regularly updated information ensures they can be contacted in an emergency. Staff are trained in first aid, and a fully stocked first aid kit ensures children receive appropriate care. Single page accident records are checked regularly to identify any consistent reoccurrences which are incorporated into the risk assessment to maintain a safe environment and eliminate risks to children's health.

Positive attitudes to exercise are encouraged as children benefit from daily access to the large garden area for outside play. They speak knowledgeably about weather conditions and agreed with staff that although the sun was shining they needed to wear coats as it is cold outside. Children enjoyed playing in the Autumn sunshine, throwing fallen leaves into the air to watch them float. They gleefully buried their feet and listened as some very dry leaves were trodden on and crunched. Children enjoyed their mid-morning snack and drink outside, developing dexterity as they place straws in individual bottles of milk and pour their own water.

Children rest according to their needs. Cots, available for babies have individual bedding to ensure cross-infection does not occur. Comforters are hygienically stored in individual containers until they are required, and lie back seats, used for tiny babies can be rocked if needed. The baby room provides a peaceful environment where good levels of care maintain their health needs. Accurate records ensure parents are fully informed of food intakes, sleep and changing routines.

Food is hygienically prepared by a qualified cook. Staff who cover in her absence have attended food hygiene courses to maintain the safe preparation of meals and to maintain high standards of hygiene.

A three weekly menu rota, displayed in the entrance area informs parents of the meals and foods available. Alternatives are provided to meet children's specific dietary requirements.

Children enjoy breakfasts of cereals and yoghurts, a two course lunch and a cooked tea. Milk, water and fresh fruit is provided at snack times. Healthy options are provided following discussions with parents who on the whole requested unsweetened desserts.

Drinking water is available as children require. This is provided in bottles and beakers for younger children, whilst older children address their own needs from covered jugs as they require.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Diligent assessments, where risks are minimised, ensure children play in a safe and secure environment. They remain safe once inside the nursery because access is by doorbell only. This operates for visitors and staff. An intercom, connected to the office is alerted when the bell is rung and voice and visual identification is required. Known staff can be allowed access from an automatic door release but visitors are met by office staff. Visitor records are maintained with clear information and times of arrival and departure. Children are cared for in age related groups. Two groups, in addition to babies are cared for on the ground floor sharing a total of four rooms. Two groups are cared for on the first floor. Those aged two to three years have a separate base area and additional room and enjoy supported visits to the pre-school area also on this floor. Pre-school children have access to a base room, a messy playroom and an additional computer/quiet room. Children remain safe because staffing ratios exceed adult to child numbers, and staff are deployed effectively to support and maintain their safety. Good systems ensure children using the main staircase do so safely. They wait with a member of staff on the landing before descending, one at a time waiting for the child in front to be halfway down before the next proceeds. Children speak knowledgeably about holding onto the banister and walking carefully so they do not fall. A member of staff is sited at the bottom of the stairs as children wait in the hall area until everyone is down.

Children use good quality equipment which is systematically checked to ensure it is safe for purpose, age and developmentally appropriate. Resources are stored in low-level units to be accessible to children as they require.

Strong emphasis is given to helping children to understand how to keep themselves safe, and they remind each other about taking care as they walk instead of run within the setting. They take part in regular emergency evacuation practises and older children speak about the procedures. They know to keep indoor shoes on 'in case we have to leave the nursery', and not to collect coats and to line up 'quickly and carefully'. Clear arrangements are established if they are unable to return to the premises so that children can be cared for safely until collected by parents. Fire safety equipment is in place with documents to confirm annual safety checks. All external exits have coded locks for entry and are easily opened from the inside for evacuation.

A fully fenced garden allows children to have regular access to outside play. Younger ones wear reins as they walk across the car park to the garden. These are removed once inside and the gate secured and replaced for the return journey to the building. The car park has a circular entrance and exit which goes around the premises. Speed restrictions and signs alert parents and visitors to be aware of children. Older children walk in pairs to the garden and know to look and listen, although staff walk in front to ensure no cars are approaching. The garden area offers shelter from the sun with large established trees to provide shaded areas. Lawn and paved areas are provided.

Staff have an excellent, professional understanding of child protection issues, including the referral process which is detailed in the written policy. The policy is comprehensive and clear and is shared with parents to ensure they are fully informed about staff roles and responsibilities to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children's progress is mostly effectively planned, using the 'Birth to three matters' framework. Close and caring relationships are established with staff to increase children's sense of trust and self-worth. They benefit from the visually stimulating environment, with pictures, posters and displays to extend and support their development. Babies receive high levels of care as they settle with experienced staff who spend lots of time on the floor offering stimulation and encouragement as they move through early developmental milestones. They are supported very well as they progress from prone to standing and gaining walking skills.

All base areas are very well resourced with a range of age-appropriate toys and equipment. However, although focussed activities are very well presented, activities for children aged from two to three years are occasionally insufficient and could result in children being under stimulated and wandering aimlessly.

Children sit in small groups for lunch. Independence is encouraged as older children serve themselves from dishes placed on the tables. However, lunch time is not organised to best effect to promote opportunities for staff to sit with children to encourage social interaction.

Accurate records about children are maintained through individual books commenced as they start at the nursery. Photographic evidence of their physical growth, involvement in play activities and developmental achievements act as a continuous record of their progress. Reports are completed as they leave base areas so staff receiving them have clear information about each child's stage of development. Information is presented to parents as children leave to provide a lasting record of their child's time at the nursery.

Nursery Education

The quality of teaching and learning for nursery education is good. A clear knowledge and implementation of the Foundation Stage ensures children make good progress in their development. Children play in a stimulating and welcoming environment which reflects their backgrounds and the wider community. Innovative teaching methods and rigorous assessment support children's development.

A range of rich and stimulating focussed activities captivate children's imagination and challenge their thoughts. An activity to make chocolate coated apples was thoroughly enjoyed as children speared apples with lollipop sticks, dipped them in melted chocolate and eagerly covered them with sugar strands. Ingredients had been previously discussed within the group and children used early calculation to estimate how many apples were in pre packed bags. They made comparisons with equal numbers of bags and apples whilst reaching conclusions demonstrated by one child stating 'yes, but overall there will be more apples when the bags are opened'. They helped to set the microwave, discussing how long it would take to melt the chocolate linking numbers to time spans. Children laughed gleefully as they quickly poured sugar strands over the dipped apples before the chocolate set again.

The messy area is used effectively for most of the time. However, some children's ability to self select play resources outside the adult-led activities is not fully developed, leaving them at times unoccupied. Children eagerly talked about a tactile activity presented in a low-level tray. They explained that 'powder' had been transformed into snow by adding water. This provided children with a flaked substance which could be moulded by hand. They enjoyed

forming 'snowballs' and worked cooperatively in a small group to fill a large bottle, taking turns to pour in their scoopful.

Children painted spiders with black paint, discussing their fears and liking for the real thing. They laughed with adults as they shared their feelings of being frightened.

Children's physical skills are developing well. They ride wheeled toys and are able to pedal and steer. They run freely in the large garden where they enjoyed climbing on tyres with differing degrees of support. The garden provides lots of opportunities to observe seasonal changes and natural flora and they joined in enthusiastically throwing and playing with fallen leaves. They develop dexterity as they use a range of hand-held tools including scissors, glue sticks and cutlery at lunch times.

Children gain high levels of information as staff talk to children constantly during activities. They develop good oral communication and talk eagerly to peers and staff during play. They recognise their names and some good emergent writing is developing as they mark their own creative work. They listen intently to excellently narrated stories and join in familiar songs. They handle books appropriately as they link written text to sound.

Personal, social and emotional development is a strong element. Children are very determined in their personal care. They know to wear aprons for creative activities and persevere to put these on independently, only requesting help to secure back fastenings. Children are sensitively supported in gaining levels of self-control to develop an awareness of right and wrong in line with their stage of development. Effective intervention from staff enables them to negotiate and become sensitive and respectful in their interaction with others. Overall, children make good progress in their levels of achievement.

Helping children make a positive contribution

The provision is good.

Children benefit from a robust equal opportunities policy which works well in practice. Individual needs are discussed and recorded on detailed children's records to ensure their specific needs are met accordingly. A strong commitment from staff ensures the inclusion of every child and they work collaboratively with parents and other agencies to meet children's individual needs. Children with additional needs receive care appropriate to their needs and children who speak English as an additional language are reassured as staff speak familiar phrases to ensure they settle. A range of exciting activities increase children's awareness of the diverse community as they celebrate a range of festivals.

Children develop age-appropriate levels of self-control as they follow consistent methods and boundaries to increase their understanding of right from wrong. They talk about being kind to each other and listening to other children and adults. Picture prompts are displayed within the setting and children implement some simple rules as they play. They understand about sharing and taking turns, and remind each other not to push when waiting to move between rooms. Children know when it is time to tidy away as they are given a verbal prompt by staff that this time is approaching. This enables them to bring to a close any activities that they are involved in before ably assisting with this task. Children respond well when staff use successful methods to divert possible disruptive situations. For example, counting backwards from five and engaging them in activities such as impromptu songs and well narrated stories.

Partnership with parents and carers is good. A comprehensive prospectus provides detailed information about the group and gives them an understanding about policies and working practice. Organised meetings ensure they are fully aware of policies and procedures operating within the setting. Children receive consistent care in line with parental wishes and regular meetings with key workers ensure they are fully informed about children's progress and development.

Spiritual, moral, social and cultural development is fostered as children have good opportunities to learn about themselves, each other and the world around them. Children learn about different cultures as they engage in innovative activities and celebrations.

Organisation

The organisation is good.

Robust procedures for recruitment and employment ensure children are cared for by qualified and experienced staff suitable for their role. Robust procedures are carried out to ensure children are protected from non-vetted persons, as visitors are not left alone with children and new staff are supervised during the vetting procedure. Generally staff are deployed effectively within the setting to support children's overall care, and an effective key worker system ensures their individual needs are met and pertinent information is shared with parents. Excellent policies, which are successfully implemented, form a strong foundation to the good quality of care which children receive. Training and development needs are supported as staff attend various courses and events to further enhance their working practice.

Registration systems accurately record children's attendance as they are signed in and out as parents arrive and collect their children.

All required documentation that contributes to children's health, safety and well-being is established and regularly reviewed. Confidentiality is rigorously maintained whilst ensuring parents are well informed and involved in children's care and learning.

Leadership and management is good. Children benefit from a well-organised routine and a varied range of activities.

The care and education that children receive is enhanced because staff have a sound understanding of nursery education and a commitment to implement this effectively. The leader is totally committed to enhancing and developing the setting through her own working practice and attendance at further training. She works conscientiously to develop recording systems to monitor children's progress to give clear direction for their ongoing learning and development. Children are highly valued and consequently make good progress towards the early learning goals.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was required to ensure training is provided for staff from a qualified health professional where the administration of medication requires technical knowledge. If the need arises for such training this will be obtained to ensure such medication is administered correctly and safely to maintain children's health.

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 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):

- ensure that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection
- deploy staff to support children during lunch time periods
- continue to provide an environment that supports children's ability to self select activities outside of adult led activities. (This 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):

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