

Woodpeckers Nursery

Inspection report for early years provision

Unique Reference Number	251810
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Inspector	Lynn Amelia Hartigan
Setting Address	Melford Road, Sudbury, Suffolk, CO10 1XT
Telephone number	01787 377707
E-mail	jeff@woodpeckers-nursery.co.uk
Registered person	Woodpeckers Nursery
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Woodpeckers Nursery and After School and Holiday Club is privately owned. It opened in 2001 and operates from an adapted building in Sudbury, Suffolk. The nursery is open five days a week all year with the exception of a week at Christmas. Sessions are from 08.00 until 18.00. The children have access to a secure outdoor play area.

There are currently 129 children aged from birth to under eight years on roll. Of these, 33 receive funding for early education. The setting supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery currently employs 24 members of staff. Of these 17 hold appropriate early years qualifications and five are working towards an early years qualification. The setting receives support from the local authority.

Woodpeckers nursery have been awarded the 'Investors in People' award and the 'Quality Assurance' award from Suffolk county council.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are exceptionally well protected from illness and accidents as the nursery have excellent informative health and sickness, accident and incident policies in place. These are implemented and reviewed regularly and underpin their excellent practice. Robust procedures for risk assessments ensures accidents are minimised. Room assessments are completed daily and scrupulous cleaning takes place to ensure the children play in a clean and hygienic environment.

An exceedingly good nappy changing procedure further ensures children are protected from cross- infection. For example, antibacterial spray or wipes are used on changing mats between changes, an exclusive and separate nappy changing area is available in all rooms and staff wear aprons and disposable gloves. Nappy changes are recorded and staff ensure the children privacy and dignity.

Accurate and organised accident and medication forms, ensures the children's health is not compromised. However, children's needs are extremely well catered for should they have an accident as well stocked first aid kits are in place and almost all members have completed first aid training.

Children have an excellent understanding about keeping themselves healthy, they rarely need reminding or encouraging to wash their hands before snack and meals or after playing in the garden as they confidently take responsibility for their own personal hygiene. A very good variety of posters and photographs displayed within the play rooms and bathrooms prompt the children. These are also displayed in sign language. The bathrooms are very clean and bright and designed for children, they are easily accessible within the playrooms. The staff are fully committed to ensure the children understand about germs, they explain why they have to wash and the effects that bad hygiene has on their bodies. Topics around this subject are planned to re-enforce the children's learning.

Extensive information is obtained from parents before a child starts nursery such as detailed medical forms, medication report, allergy reports, and parental written consent regarding emergencies and medication are completed with the staff. As a result of efficient procedures children's health is not compromised. Projects, posters and displays such as the 'dentist', 'hospitals' 'foods from around the world' and 'healthy foods' are planned within the curriculum and expert delivery of these topics inspire the children to think about themselves and how to stay healthy.

The nursery have a healthy snack and meal policy. Children benefit from nutritious healthy choices for snack and thoroughly enjoy cut up vegetables, fruit and cheese. They confidently and independently choose when to have snack as the nursery operates a rolling snack bar. A photographic menu displayed on a Velcro board informs the children of the days snack. Careful and discreet management of snack time ensures the children are able to make choices and decide when and what to eat, they independently use spreads on their crackers or cut up peppers and cheese for their Mexican wraps, laughing when the juice spits out at them.

Babies and toddlers enjoy snacks and meals and the nursery staff work around their individual routines. For example, a sleeping baby has their meal or snack when they wake. Careful consultations with the parents ensures the children eat according to their own requirements. Babies are offered spoons to encourage them to make early attempts at feeding themselves.

Staff chat with the children and mealtimes are fun. Older children are able to talk about what foods are good for your body and what their preferred foods are.

Water is available throughout the sessions. Children are able to pour their own drinks if required. Babies have their own named feeder cup easily accessible to them throughout the day and vigilant staff ensure they only use their own. The nursery employ a cook who makes all the meals on site, fresh daily using fresh produce often sourced locally.

Children throughout the nursery enjoy fresh air and exercise as they have considerable opportunities to experience fresh air when they play in the garden throughout the day. They go outdoors in all kinds of weather throughout the year and although the design of the building does not allow for children to free flow from indoors to outdoors, they are able to spend a considerable amount of time outdoor is they choose. They are taken out on request and also on short walks to collect resources, stroke the horses or feed the ducks.

Commitment to ensure the children are offered excellent physical play opportunities ensures children experience a broad range of opportunities to develop their gross motor skills. They are able to run around in the garden, ride bikes, throw and kick balls with some accuracy. They are able to dig the mud and sweep up the leaves using child-sized brooms and shovels. They manage slides, hoops, skipping ropes and stilts with some skill.

Most children proficiently change themselves ready for outdoor play, they manage buttons and zips well but also confidently ask for help if needed. Children efficiently use small tools such as scissors, paintbrushes, cutters, tools and glue spreaders and develop excellent fine motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit from playing in an exceptionally child-friendly and breathtakingly welcoming environment. This includes the new 'Hide Out' after school club that has been expertly designed following consultation from the children. The three play rooms have their own bathrooms and changing areas. The whole nursery is extraordinarily welcoming and inviting for children and adults alike. This is achieved as considerable thought has been given to wall displays, information boards and displaying the children's art work.

Comprehensive risk assessments are completed daily by staff who are thorough and dedicated to minimising accidents. Fire drills are carried out regularly and a comprehensive fire evacuation plan, policy and procedures are in place. Unquestionable priority is given to security and staff are vigilant when children arrive and are collected by parents. A visitors book is used and a bio-metric system is also in place. The collection policy and an efficient procedure ensures children do not leave the building unnoticed or with anyone other than their parents without prior agreement and written consents.

Children are able to safely self-select and access an excellent selection of toys and play equipment from low-level shelving or baskets situated within the play rooms. Child-sized furniture, easels and water trays ensure all children are able to access the activities with ease. Equipment is of excellent quality and well maintained.

Well written and meaningful policies and procedures ensures the children's well- being is of paramount importance. Comprehensively written procedures are reviewed regularly. Parents

are fully informed of the groups policies as these are displayed for them within the reception areas and included within the operational plan and prospectus. Staff have completed recent training with regard to child protection and are therefore up to date with current practice. Robust procedures are in place to ensure all staff are vetted and suitable to care for children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Young babies and toddlers receive exceptional care and attention, have fun and learn and develop well as the staff are very familiar with the 'Birth to three matters' framework and are implementing this well. The baby room is breathtakingly welcoming, cosy and homely. Young children have many wonderful opportunities to experience tactile activities such as, painting with their feet and hands, playing with trays of baked beans, mashed potato or rice pudding. They have fun using the low easel with large chunky chalks.

An extensive range of treasure baskets available are well used along with an assortment of fabrics or cardboard boxes. Children squeal with delight at the bubbles in the garden and have great fun playing with the leaves in the garden. They enjoy the water play, some sitting in the baby bath splashing the water, managed by vigilant staff. Staff talk confidently of how even the youngest children can initiate their own play. For example, when out walking to feed the ducks children show great excitement and interest in dogs. This is then supported within the nursery as staff provide children with books and magnetic pictures about dogs so that they can continue their interest.

Children are very busy and active throughout the whole of the day as staff consistently provide stimulating and interesting activities. Children are able to self-select activities and are able to choose from the excellent resources available to them to extend and support their play. They are able to freely access a range of creative play materials at all times which are presented at their height in the messy play area. An office area and several computers are always readily available for use, encouraging the children to mark make and discover for themselves. Staff are always near by if assistance is required and children are very competent users of the computer. Children are able to access excellent dressing up clothes and props and these are well used, the home corner is extremely well resourced and used extensively. Excellent imaginative games take place here. Imaginative toys are in an abundance and again well used, such as, train sets, dolls houses, garages, farms and zoos are popular and they are set out in an inviting way.

Cosy and inviting book areas are well used. Children enjoy reading the books and clearly understand that the text has meaning. They read together and enjoy stories read to them by the staff. They respect books and are careful to tidy away after themselves. Home made books using photographs are enjoyed and each child has a book about themselves and their pets. Excellent planning for indoors and the garden encourage the children to participate in activities both indoors and in the 'outdoor classroom'. Here they enjoy looking at the bird and butterfly boxes, digging the mud, growing plants and playing in the large sand tray.

Nursery Education

The quality of teaching and learning is outstanding. Children benefit as they are cared for by a group of staff who are exceptionally knowledgeable of the Foundation Stage and the stepping stones. They are very intuitive of the children they care for and are able to discuss the children's development confidently. Weekly planning meetings with the room leaders enable the staff to

discuss their children in their own key groups and individual play plans are formed from these discussions. Activities are differentiated and evaluated extremely well and most importantly are very flexible.

Thorough and comprehensive planning ensures the children are able to achieve their potential and sufficient challenge is offered as appropriate. This is achieved as the staff are vigilant with regard to planning and assessment and respect and value the parents comments and input.

Staff skilfully encourage the use of mathematical language throughout the children's play and good opportunities are planned to ensure the children develop well in this area. For example, number lines are displayed within the room and children confidently count up to ten and beyond, counting how many children are in the group. They recognise numbers and their sequence and enjoy favourite rhymes and songs such as, 'ten fat sausages' for simple subtraction which they do very well taking two away at a time.

Children enjoy the texture boards around the nursery. They make three dimensional structures with bricks and junk modelling, for example, children make a barbeque for the garden which is brightly painted. They are able to use tools such as knives efficiently, for example, when cutting up peppers under staff supervision. They are competent on computers and use the mouse accurately and with skill. Children show curiosity and confidently ask lots of questions. They work well together in groups and at tidy up time. They take great pride when planting flowers or carrot tops and have great fun riding the tractor and collection crops or picking blackberries at a local farm.

Children make very good attempts at writing their names on their work. They self-register, recognising their names, and are learning that text has meaning. They thoroughly enjoy the interactive story times and some attempt to predict the endings. Projects on night and day generate much enthusiasm. They competently explain about animals that come out at night and excitedly talk about a pyjama party held at nursery. They talk about time and are beginning to learn about past and present. Individual personalised books detailing how they have changed from babies to young children help them understand. Children are eager and proud when they are the helper or special helper of the day. They enjoy ringing the bell indicating tidy up time, being the leader in line up and collecting the cups at snack.

Helping children make a positive contribution

The provision is outstanding.

Children develop a very good sense of belonging as every member of staff speaks to the children in a respectful way. They unquestionably value their children's individuality and encourage the children to feel good about themselves. A fully inclusive programme of activities ensures the curriculum is accessible to all children. Children understand the flexible routine for the day as they follow the well-organised timetable. Excellent action plans and procedures are in place to support children who have English as an additional language and information for parents would be made available in any language as required.

Children happily leave their parents and immediately become engrossed with an activity of their choice. It is evident that staff are genuinely delighted to see the children. Some children do not worry about saying goodbye to their parent as they are too busy having fun. Children learn about the importance of friends and relationships as feelings are discussed and opportunities for children to express their feelings are supported. They have clearly formed excellent relationships with the staff and have made friends. They celebrate their birthdays

and have party teas and birthday cake and are made to feel special for the day. Children help others by completing sponsored toddler runs or making pink cakes and wearing pink for the 'pink day' donating money to charity.

Children have ample and excellent opportunities to learn about and experience other cultures and traditional days other than their own. The staff are forward thinking and plan, within the curriculum, celebrations such as Mothers day, Rosh Hashanah or Diwali. They have great fun making Diva lamps and rangoli patterns. They enjoy an Indian lunch with lights and candles and Indian music and are excited at making Barffi to share at lunch.

Excellent resources are available to the children which includes an extensive selection of ethnic dressing up clothes. They enjoy taking the nursery 'Teddy' on their travels, holidays or any special occasion and children are learning about different experiences and of a wider world. Visitors to the nursery such as a dentist, firemen, policemen and the zoo lab encourage children to learn about the environment and other people. Many organised visits within the community such as the local farm, riding the tractor and collecting sweet corn from the fields supports their learning.

The nursery have several members of staff qualified as special educational needs co-ordinator (SENCO). They are incredibly enthusiastic, motivated and qualified to provide the best care and support for a child who requires additional help. Staff work closely with the parents and other supporting agencies to ensure the best help is available. Immense effort by the staff ensures inclusion for all children, they talk with such dedication regarding supporting children who may require extra help. They are pro-active to ensure they are fully informed regarding any child's needs.

Children are excellently well behaved as they clearly understand what is expected of them. Many opportunities to give positive encouragement to the children are provided and the staff are positive role models. Children show respect for each other and the staff and behave well.

Children's well-being and development is fully promoted as parents are kept informed regularly as to what is happening within the nursery. This is successfully achieved through notice boards throughout the nursery on both levels and within the out of school club. Excellent information about all aspects of the nursery and staff can be found here. Parents are informed of the day's menus, the 'Birth to three matters' framework, Foundation Stage and the stepping stones using photographs of the children at play. A well-documented prospectus is also available. Parents' comments and views on the setting are exceptionally positive and all are exceptionally complementary about every aspect of the care given to their children by the staff.

Partnership with parents and carers is outstanding. Parents are consistently kept up to date with all aspects of the nursery and their children's development and this is achieved very successfully by several means. For example, various notice boards, monthly newsletters, approachable friendly staff give verbal feedback daily and an informative operational plan and prospectus.

Parents are informed regarding the topics and themes, letter and number of the week on the nursery news letters. They are able to speak at any time to their child's key worker or more formally using the appointment system. 'WOW' boards have been introduced recently within all the rooms. Parents are able to post notes on the board as to what their children may have done outside of nursery. These may be discussed or the child's key worker writes this observations up within the child's file. These are proving very popular and are well used by the

parents, successfully linking home with nursery. Opportunities for the parents to socialise and also to raise funds are provided. They speak of how they welcome these occasions to meet their children's friends. For example, coffee mornings or a hog roast at the end of summer term.

Social, moral, spiritual and cultural development is fostered as children are exceptionally settled, content and comfortable with each other. They effectively learn about other countries and people's beliefs through festivals, positive images provided in resources and displays that challenge the children's thinking and help them embrace differences in gender, learning difficulties and disabilities. Children are aware of what is right and wrong and are able to apologise for their actions without prompting from staff. Staff are excellent role models and value all children and their individuality. Through efficient and appropriate activities provided children learn the importance of feeling and friendships

Organisation

The organisation is outstanding.

The nursery staff and children benefit as the managers are extremely committed to providing excellent care and education and strive for excellence. Training is positively encouraged and staff feel supported within their own development. They are suitably qualified and very 'hands on' within the nursery and after school club. Children are cared for by confident, motivated, highly qualified and dedicated staff as a robust and effective recruitment process is in place. A detailed and effective induction programme is used. Staff are very committed and attend on their days off so that they can contribute to the inspection.

Meticulous attention is given to ensure all appropriate checks are completed before recruitment and the continuing suitability of all staff. Considerable attention is given to the deployment of staff at all sessions and it is evident that staff are fully aware of what is expected from them. All staff demonstrate a very high standard of professionalism at all times, are friendly and approachable.

A substantial but comprehensive and effective operational plan is available for staff and parents to see at all times, this is currently undergoing review. Efficient and appropriate documents as required are all in place. These are stored confidentially but with easy access within the office. These are extremely well maintained and reviewed regularly.

Leadership and management is outstanding. The nursery is managed by a management team who are exceptionally forward thinking, hands on and strive to provide high quality childcare. The recently opened after school club is proving very successful. There are action plans in place for further development such as the garden. Continuous review of the provision and consideration of parents' comments ensure the managers are keeping up to date with current thinking. The managers are committed to ensuring staff are trained and provide a training programme for staff both 'in house' and training courses outside of the nursery. An effective formal annual appraisal system is in place. Regular staff and room meetings are held. Staff are consulted and involved in decision making and as a result staff feel valued and supported. Staff and trainees ooze enthusiasm and speak of their delight at working at the nursery.

Staff work very much as a team. All staff and trainees are clear about their duties with the children always being the priority and their safety and achievements being paramount. Some staff are designated members for one aspect of the nursery, for example, equal opportunities of behaviour management, and are competent in the general organisation of the nursery.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to ensure the garden fence was made safe. Appropriate fencing in place ensures the garden is safe and secure for children at all times.

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 complaint record may contain complaints other than those made to Ofsted.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

The quality and standards of the nursery education

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

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk