

Woodville Day Nursery

Inspection report for early years provision

Unique Reference Number	EY232779
Inspection date	14 January 2008
Inspector	Sheena Gibson
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Registered person	Woodville Day Nursery
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Woodville Day Nursery is one of three nurseries run by private ownership. It opened in 2002 and operates from purpose built premises, which are situated in Woodville, Derbyshire. A maximum of 110 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed play area.

There are currently 151 children aged from six weeks to under five years on roll. Of these, 40 children receive funding for early education. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 45 members of staff. Of these, 31 hold appropriate early years qualifications and one is working towards a qualification. The nursery has achieved a level three quality assurance accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is generally well supported as staff follow some effective hygiene procedures. A very detailed policy is in place to guide staff practice, ensuring that a healthy environment is maintained. For example, different cloths and aprons for different tasks and a very detailed nappy changing procedure maintain positive hygiene for younger children; all areas of the nursery are thoroughly cleaned by specific cleaning staff on a daily basis. Kitchen staff are fully appraised on maintaining a hygienic environment to ensure that the risk of food related illness is minimised. Children learn about good hygiene through activities and daily routines. For example, children explain why it is important to throw their paper towels in the bin after washing their hands; before activities such as baking, staff talk to children about the importance of hand washing.

Some effective steps are taken to reduce the risk of cross-infection such as the detailed sickness and exclusion policy. Children receive appropriate care when they have an accident or require medication to maintain their good health. All staff in the setting have obtained, or are working towards, a relevant first aid certificate. There are very detailed procedures in place for the managing and recording of all types of accident, which staff are fully aware of. Records are reviewed regularly to continue to minimise the risk of children having accidents. Comprehensive medication procedures mean that children are safely given any required medication to effectively support their care and well-being.

Children enjoy regular opportunities to be active and have physical exercise both indoors and outdoors, which promotes the development of their physical skills. The facility of an under cover area means that children are able to have access to the outdoors even during inclement weather. They also enjoy visitors coming into the nursery to provide music and movement sessions giving them a variety of physical activities that ensure all areas of their physical development are well-supported.

Children are well nourished and their health and dietary needs are effectively met. The nursery very carefully considers the nutritional content of the meals that are offered. Staff work with the parents to ensure that food offered to children is compliant with their dietary requirements and also considers, for example, family preference such as vegetarianism. Developing babies have their diets sensitively catered for. The nursery provides different levels of weaning foods so that they are introduced gently into the nursery menu.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to feel welcomed in the setting because the environment is warm, bright and friendly. Staff greet parents and children warmly, helping children to settle. The security of the building and outdoor area is good. For example, access to the nursery is closely monitored and only those with the security code are able to freely enter. Children benefit from well-organised rooms, which are designed to reflect their developmental needs. Areas are furnished to enable children to eat comfortably, play happily and sleep peacefully. Children select from a good range of toys and equipment which are safe and suitable. They can easily reach these from safe, low-level trolleys and boxes, promoting choice and independence. For babies, staff place

a selection of well-thought-out toys at floor level, to enable them to make choices, also encouraging their mobility as they reach out for toys.

Children's welfare is effectively maintained as all equipment is safety checked as it is used and good attention is given to all aspects of safety inside and outside the setting. Detailed risk assessments are carried out and daily checks are also made to the rooms children use. Risk assessment covers virtually every possible occurrence including equipment, kitchen hazards, documentation, confidentiality, outings, heat exhaustion and nappy changing. Children's safety is effectively promoted in the event of a fire emergency. There are very good procedures in place; fire alarms are tested on a daily basis. Fire evacuation is practised periodically so that children can safely evacuate in an emergency. Staff support children's understanding about keeping themselves safe. For example, during routines and activities they talk about not running in the nursery and during the baking activity talk about ovens being hot.

Children are effectively safeguarded because staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Child protection is a strong area within the nursery. Senior staff are very knowledgeable in all aspects of child protection and the procedures to follow, including monitoring and reporting on concerns about children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

A lengthy settling in period gives children, staff and parents the opportunity to develop a close relationship, which benefits children's care and development. Many of the staff know their children well and this promotes a sense of security in the children as staff know how to effectively fulfil their care needs. Children of all ages demonstrate confidence and curiosity. They approach staff and visitors to involve them in their activities and conversations; babies are secure in their environment and are unfazed by visitors. 'Birth to three' is used very effectively as staff have a good understanding of how to implement it in order to develop children's abilities. Younger children's assessments are comprehensive and used to inform further planning; there is a clear link through to the Foundation stage so that when children progress into pre-school their starting point is known and the transition is smooth, promoting security and supporting progress for children.

Younger children have good some opportunities through a wide range of planned and unplanned activities. Their self-esteem is well supported and they are becoming confident to make decisions, explore and investigate. For example, babies enjoy looking in the mirrors around the room, lying on soft cushions and sharing a story with staff. Staff chat to them and encourage them to make sounds, finding their voice. They enjoy stretching and reaching for hanging activities, spinning and turning on the large activity board. They smile and gurgle when playing in the tub of shredded paper, exploring and feeling the feathers in it.

Toddlers enjoy some suitably complex activities. For example, they sit with staff learning colours. They enjoy imaginative play and learn early counting through routines such as counting fruit at snack time. Staff and children sing spontaneously with some children singing along and others doing actions, demonstrating their joy through cheering and clapping each other. Children also benefit from visitors coming into the setting such as the dental hygienist, which helps them to learn about oral hygiene; they then practise this when cleaning their teeth at the nursery.

Nursery education.

The quality of teaching and learning is satisfactory. Some staff capably implement the nursery education, suitably supporting children's progress. However, not all staff are confident in their understanding, which potentially impacts upon children's learning and development. Staff assess children thoroughly and these assessments are clearly recorded. Planning is generally well written and clearly states how the different areas of learning are covered over a period of time. Some staff use planning flexibly to take advantage of spontaneity. They capably deliver an activity and understand how to extend it in order to support progress. However, some staff are not confident in delivering an activity or flexibly using planning and therefore children miss out on valuable spontaneous opportunities that encourage them to challenge their abilities. Staff use time and resources suitably. There is some structure to the day and also time for children to learn and develop through playing freely.

Children's personal, social and emotional development is well supported. They are generally interested in learning and confidently demonstrate their feelings. For example, they become excited at the prospect of baking. They talk freely about themselves and their home life, confidently speaking within a group. They have an awareness of others' needs and demonstrate this at circle time when talking about being nice to each other and sharing. They seek out friends to play with and share experiences. For example, they enjoy playing Bingo in pairs, advising each other about whether or not they have a matching card. They are developing beneficial self-care skills. For example, they capably put on and take off their coat and shoes and are learning to help themselves at snack and meal times.

Children interact using language and many are developing capable communication skills. They share opportunities to speak such as during story time when staff encourage them to speak to a puppet. They use language expressively, excitedly shouting 'Bingo' and use language to express their needs. They use language imaginatively during role play and often gesticulate during play. They are beginning to link sounds and letters through the use of the letter of the week and sounding out the initial letter of their name during self-registration. They enjoy using books and describing the story from the pictures; they also enjoy a visit to the library bus. They have access to a mark-making table and have some opportunities to learn that marks carry meaning when, for example, using a diary in the home corner.

Children's mathematical skills are developing satisfactorily. Staff explain that children count routinely and some children count to numbers above ten. Songs and rhymes are used to support counting and to promote opportunities to understand more and less than. Children are beginning to learn about shape when playing with building blocks and describing the shapes. They learn positional language when using a computer programme. Staff guide them to describe, for example, over, under and next to. Children explore objects using their senses. For example, they smell the baking ingredients. They talk about change, saying that the mixture 'gets runny' when the liquids go in. They investigate simple construction materials such as 'Lego' and 'Meccano' in order for them to develop early technical skills.

Children show an awareness of information technology and have some opportunities to explore equipment such as the computer. They are beginning to understand how time passes through talking about significant events within their life such as a family holiday. They show an interest in the natural world and look for bugs in the garden. They talk to staff about the local area such as the supermarket and take their bear on holiday to help them understand the wider world. Children explore colour when painting. They use different textured materials such as tissue paper, sequins and feathers to create pictures and collages.

Children regularly sing songs and enjoy visitors coming in to support their musical creativity. For example, they join in with music and movement when they interpret music through dance and actions; they learn about sound and rhythm using instruments and singing. Children are imaginative and enjoy playing in the role play area, with the cars and the dressing up clothes. For example, they dress up and pretend to be their favourite superhero or a fairy. Other children use the home corner imaginatively and say that they are 'baking bread and ironing clothes'. Staff periodically provide them with large cardboard boxes with which children can expand their imagination, using them to make cars or dens.

Children move spontaneously and with ease around the environment. They have no difficulty stopping and starting when running outside and capably move forwards and backwards. They are able to negotiate their way around an obstacle course or around a given area when riding a bike. They use large and small objects to support their physical development. They climb ladders and rope ladders on the climbing frame; they take part in activities that require coordination such as playing with the parachute, pedalling and using tools. They are beginning to learn about health and body awareness. For example, visitors help them to understand the importance of dental hygiene and they gain valuable information from their 'Keeping Healthy' topic.

Helping children make a positive contribution

The provision is good.

Children's individual needs are given due consideration by staff who take steps to ensure that all children are able to feel comforted and secure. For example, detailed information is gathered at the point of registration, which makes sure that staff have all relevant information about children regarding routines, likes and dislikes. All children are treated fairly and equally; they are encouraged to join in with all activities although if they don't want to they can find an alternative. Their art work is displayed around the room helping them to feel valued and acknowledged. Some positive steps are taken to help children to be fully included. For example, detailed policies are in place to support children who have learning difficulties and/or disabilities and where English is an additional language. However, sometimes the systems in place to ensure consistency and continuity are not implemented effectively, which impacts upon children's care and learning.

Children are effectively supported in understanding diversity. There is a wide variety of toys and resources that depict positive images. For example, children see posters, play with dolls and jigsaws that depict positive images of differences. There is a welcome poster that shows different languages and an around the world poster that the children have been involved in making; children join in with the celebrations on a wide range of religious and cultural festivals, which helps them to understand and value other people. Children behave well and understand the clear boundaries that are set out. They are involved with the 'golden rules' that set out some basic boundaries. Children understand and can communicate these rules, for example, saying that they should share toys, supporting good citizenship within the setting. Praise and stickers given for positive behaviour effectively supports their self-esteem. Children's social moral spiritual and cultural development is fostered.

Children benefit from staff having good relationships with their parents. Parents receive some effective information about the setting within the nursery brochure along with further information about additional local services. They are given a comprehensive parent handbook, containing the nursery policies and procedures. Parents are regularly given opportunities to be involved in the nursery and express their views, for example, through parent forums, surveys

and a suggestion box. Regular meetings and discussions with staff ensure that parents are aware of their child's progress.

The partnership with parents and carers of children who receive nursery education is satisfactory. Some brief information is given to them in the nursery brochure, which outlines the Foundation Stage. They are given opportunities to meet with staff on a regular basis when they discuss their child's progress targets. This is generally effective in ensuring that staff are aware of children's progress. Some detailed information is given in the home-link leaflet, which helps parents to continue to support their child's learning at home, benefiting children's development.

Organisation

The organisation is good.

Children benefit from being cared for by a staff team who are well qualified and experienced. The management team demonstrate a good understanding of the requirements for day care and are proactive in keeping up to date with information. Suitably robust procedures are in place to ensure that staff are appropriately vetted and this supports children's welfare. The staff group work well together as a team, to provide a professional and welcoming service for families. Space is organised to provide a spacious and comfortable area for children to play and rest. Children are organised into developmental groups and this successfully supports their progress. However, sometimes pre-school children are not always effectively grouped during activities, which potentially impacts on their learning.

Good staff numbers enable them to spend time working closely with children, as individuals or in small groups, therefore helping to establish secure relationships; the setting employs a high number of qualified staff. The comprehensive induction given to staff ensures that they are fully aware of their responsibilities for caring for the children and this positively impacts upon children's well-being. Policies and procedures are comprehensive and are shared with staff and parents to effectively support children's care and learning. The provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education is satisfactory. The management team have a positive vision for the nursery education and aim to provide an excellent service for children. Regular reviews of the systems and procedures for the provision of the nursery education enable staff to work together effectively to benefit children's learning. The management team take some positive steps to informally monitor the education provision, which has some positive impact in improving staff practice. Evaluations take place regularly and action plans are drawn up to support continuous improvement at the setting.

Improvements since the last inspection

At the last care inspection the provider was given recommendations around: developing staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development; developing staff's knowledge and understanding of all policies and procedures which are relevant to the setting. These have been effectively addressed. The setting has reviewed the behaviour management policy and staff have received training in order to be able to manage children's behaviour in line with their age and stage of development; staff receive the nursery staff handbook that contains the policies and procedures and sign a record to say that they have read and understood. This information is also discussed at regular staff meetings to ensure that staff have a thorough understanding, benefiting children's care and learning.

At the last nursery education inspection key issues were raised around: using the knowledge gained from assessments to plan for children's individual needs; improve staff's knowledge of managing large groups of children; using the accommodation more effectively to support learning, especially physical development.

These have been suitably addressed. The setting has reviewed the children's observation sheets in order to better inform assessments. This information is used to support planning for individual children; staff have received training in managing large groups of children and steps have been taken to support this physically through putting a partition across the room. However, this is not always implemented effectively as the grouping of children sometimes impacts on their learning and is therefore a recommendation at this inspection; the setting has developed the way that indoor physical activities are carried out in relation to the use of the accommodation, which suitably supports children's 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.

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 satisfactory.

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):

- review the implementation of systems in place for supporting children who have learning difficulties and/or disabilities and where an additional language is spoken at home to ensure continuity and consistency within the setting and with the parents.

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 knowledge and understanding of less able staff in relation to the nursery education
- develop further staff's understanding about how to use planning flexibly, how to effectively deliver an activity and provide extension or support where appropriate
- consider the grouping of children during activities to ensure that their learning is always effectively supported.

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