

Woodfields Day Nursery

Inspection report for early years provision

Unique Reference Number	EY281804
Inspection date	05 March 2008
Inspector	Lindsay Helen Dobson
Setting Address	17 Buckley Street, Bury, Lancashire, BL9 5AF
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Registered person	Creche-N-Co Ltd
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?

Woodfields Day Nursery opened in 2004. It operates from a purpose-built detached building situated in a residential area of Bury, Lancashire in close proximity to Bury town centre. The nursery has access to two playrooms for children under two years of age on the ground floor and two playrooms for children from two to five years of age on the first floor, both with access to bathroom facilities. They also have access to kitchen, laundry, staff room and office. There is a fully enclosed outdoor play area consisting of hard and safety surfaces. The nursery serves the local community and further afield.

The setting is registered to care for a maximum of 58 children under five years and there are currently 42 children on roll; of these, 14 children are in receipt of Nursery Education funding. Children attend the nursery for a variety of sessions. The nursery supports children who speak English as an additional language and children who have learning difficulties. The nursery opens on five days a week for 51 weeks a year and sessions are from 07.30 until 18.00.

Thirteen staff are available to work directly with the children and most have recognised early years qualifications; two staff are currently working towards a level 2 qualification. The setting

receives support from the Childcare and Extended Services Department of the local authority and is in the process of obtaining the Bury Quality Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and welfare is given high priority. Babies' and toddlers' needs are met very well. Good practice is followed when changing nappies to protect them from infection. The staff are vigilant in wearing disposable gloves and aprons and ensuring the changing mats are sterilised. Children are familiar with the routine of washing their hands before meals, after messy activities and after going to the toilet. Systems are in place to record accidents and medication administered, and parental consent has been obtained to seek medical advice or treatment in an emergency. However, there is only one member of staff who holds a recognised first aid qualification and this puts children at risk in the event of an incident or accident.

Children have healthy meals provided. The nursery has achieved the 'Golden Apple' award for ensuring children are provided with their five fruits and vegetables a day. All food is provided by a cook who prepares fresh meals and snacks each day. She provides cooked lunches and children are able to choose between a meat and a vegetarian option. Menus are displayed for parents and include dishes, such as bacon and egg pasta, stuffed jacket potatoes and homemade soup. Children's dietary needs are known and carefully followed. Written information is available in the kitchen and each nursery room to ensure all staff are well informed, monitor and record children's food intake.

Children have access to fresh air each day. They have a range of toys and physical equipment to use which begin to develop their large muscles and help them to develop an awareness of space. Children are able to play outside in all climates as parents or the nursery provide a change of clothes, particularly for the younger children. Older children currently lack challenge during outdoor play, as the resources available do not stretch their developing strength, coordination and physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are accommodated in four separate rooms depending on their age. They have easy access to the toilets and the outdoor play areas. Overall, children are supervised well at all times. Risk assessments are completed on a daily, monthly and annual basis. The staff are vigilant in checking babies when sleeping. Staff, visitors and children's attendance is clearly recorded, so it is clear in an emergency exactly who is in the building and the staff are very familiar with the fire drill procedure. Security within the nursery is given high priority and staff are vigilant in monitoring the safe arrivals and departures of the children.

Children have easy access to a broad range of toys to support their learning. In the baby unit resources are set out on the floor and centre on texture, colour and sound. Older babies and toddlers are developing their imaginative play as they use the home corner equipment and freely express themselves through creative activities. Each room has a well resourced quiet area, where children are able to sit comfortably and enjoy looking at books with their friends, the staff and on their own.

Children are sufficiently safeguarded from abuse because there are clear procedures in place for staff to follow if they have child protection concerns. However, some staff have a limited knowledge of the signs and symptoms of abuse as they have not accessed training in this area. Appropriate procedures are available in case an allegation is against a member of staff. All child protection procedures and policy information are shared with the parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children relate well to each other and members of staff and happily leave their carer on arrival at the setting. They become familiar with the routine for the day from a young age. Babies and young children have strong attachments to their key worker, who knows their routines, likes and dislikes and responds appropriately to their individual routines. Staff are using the 'Birth to three matters' framework to help them plan activities and know children's individual stages of development. Children are provided with interesting new opportunities and experiences, such as sensory play, heuristic play and treasure baskets. They enjoy experimenting with different textures, such as coloured pasta, paint and cornflour. Children's language development is encouraged as they enjoy stories and action songs. The layout of the rooms for the younger children encourages them to explore and investigate, particularly as they start to crawl. The transition for the younger children from one age group to another is effective to ensure that children quickly settle and parents are well informed of who is their child's new key worker.

Nursery Education

The quality of teaching and learning is satisfactory. Most staff have a sound knowledge of the Foundation Stage and stepping stones and plan a suitable range of activities which cover all areas of learning. However, some staff are limited in their knowledge and understanding and this has a negative impact on children's learning. Children's progress towards the early learning goals is assessed regularly and appropriate records are kept. Targets for the next steps in learning have been identified for the children. Children's records from their previous nursery room are used to identify areas of development for the youngest pre-school children and this allows staff interaction to focus on the areas where they need most support.

Children's personal, social and emotional development is particularly well promoted. Children develop high levels of personal independence. Children are aware of the daily routine and self-register on arrival in their room. Older children put on their own coats when they go outside to play and all children know that they are expected to wash their hands before they eat. Children serve their own lunch, choosing between a meat and vegetarian option, and pour their own drinks. They know to put their drawings in their files when they have finished them. Older and more able children freely help younger children to achieve their tasks.

Staff plan a varied session, which includes periods of child-initiated play. Children are able to make their own choices of activity, however, some staff lack the confidence or capability to draw children into activities, which can result in some children becoming disruptive. In addition, inexperienced staff do not allow children to engage in play for prolonged periods of time. They do not recognise that children are learning through their own experiments as they try to maintain the rigorous structure of snack time or outdoor play. Staff interact well with small groups of children at activities, asking questions which encourage children to think; for example, at the sensory table, children and staff talk about the objects, for example, how they feel and what they are.

Children have worth while and interesting routines and topics that promote their knowledge and understanding of the world. For example, learning the days of the week and changes in weather as they do the daily calendar and talking about the past and the present. Visitors to the setting include the local fire service, police officer and dentist, whilst local community outings include visits to the travel agents and nature walks. Staff incorporate the local surroundings into the planning, and children learn about planting and growing from seeds they have bought, and then make seed collages as they study the shapes and sizes of the seeds. They have suitable access to information technology and programmable equipment which helps them gain an understanding of how things work and how to operate simple equipment. Children learn about cultures and beliefs as staff plan into the curriculum corresponding celebrations and events, such as Chinese New Year, Diwali and Easter, with exciting activities, such as having a cultural meal, dressing up in costumes and making cards.

Helping children make a positive contribution

The provision is good.

Children are welcomed equally by caring staff who support them well. They are cared for according to their individual needs and with equal concern, which helps them to develop a sense of belonging. Babies and very young children are regularly acknowledged and affirmed, which enables them to develop self-assurance and a good sense of security. Children learn about the differences between themselves and others through a range of positive images of diversity. These include toys and resources, such as posters and books that naturally enhance children's awareness. Planning also includes acknowledging different festivals and beliefs, which enhances their understanding of diversity. Children with disabilities and learning difficulties are well supported by knowledgeable staff who ensure the play environment is accessible and stimulating. They work together with parents and outside agencies to ensure children's specific needs are addressed.

Children are generally well behaved and respectful towards staff and one another because behaviour management measures promote their positive behaviour. Staff are good role models who promote good manners. Even very young children share toys and can be heard to remind others to say 'thank you' as they hand over a toy and then look to staff for affirmation. Staff regularly praise children for their achievements and good behaviour, which promotes their welfare and self-esteem. Children benefit from an effective partnership with parents because staff work closely with them to meet their needs. A good range of information is provided and parents are encouraged into the setting to speak with staff at any time. They believe their children receive the best possible care and feel included and involved in nursery life. The manager takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures. These are clearly labelled and offer much information. The effective communication between parents and staff helps to maintain effective support for children between home and the nursery environment.

The partnership with parents and carers is good. Parents of children in receipt of funding for nursery education receive good quality information about the curriculum. They have ongoing opportunities to share and contribute to their children's progress records, which are freely available in the nursery room. Parents feel they are welcome to visit the nursery at any time and are invited to play a part in nursery life. Planning is displayed and daily feedback is given to parents, as they come into the nursery to collect their children. As a result, children benefit from consistent input between parents and staff to help meet their learning and developmental needs.

Children's spiritual, moral, social and cultural development is fostered. They are happy and involved, play well together and become excited at the different experiences provided. They are sociable and friendly and can share and take turns well. They have ongoing opportunities to acknowledge and take part in special events and enjoy talking about their home news and favourite activities.

Organisation

The organisation is satisfactory.

Children are settled and feel secure within a well organised and caring environment. They demonstrate close relationships with key staff and have access to a suitable range of play and learning experiences. Effective systems have been implemented to ensure the adults working with children are suitable and some staff training needs are addressed. However, training in key areas, such as first aid and child protection, has not been updated for most staff and, therefore, children are put at risk. All regulatory records are in place and these help to promote children's welfare. The registration certificate is displayed clearly and the required records are all in place. Daily attendance records include clear arrival and departure times for children and staff. Visitors to the setting are also clearly recorded. The range of policies and procedures underpin the group's practice and help to promote children's welfare, care and learning.

The leadership and management is satisfactory. Most staff implement the Foundation Stage principles and there are clear aims in place to promote the personal development of the children. Although some improvement is required regarding opportunities to develop and learn in the outdoor environment, indoors a sound range of experiences cover all areas of learning and development. Children are observed and assessed against the stepping stones and their progress is appropriately recorded. Curriculum plans include all areas of learning and these are displayed for parents. Staff work hard to meet the children's needs and aim to integrate care and nursery education to promote successful outcomes for the children attending. The effectiveness of the teaching and learning is beginning to be monitored and evaluated by the manager and regular team meetings allow areas of improvement to be identified and addressed.

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

Improvements since the last inspection

At the last childcare inspection the setting was required to: ensure children have daily opportunities to experience messy play; ensure regular fire drills are carried out; and to ensure staff have regard for the Code of Practice in relation to children with learning difficulties and disabilities. The setting has made good progress with these improvements and children have good opportunities to be involved in messy play, for example, painting, gluing and pasta play. Fire drills are practised on a monthly basis and the manager holds a written record of these, and several staff have attended the special educational needs coordinator training and all staff have free access to the Code of Practice.

This is the first inspection of the Nursery Education.

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):

- ensure sufficient staff hold appropriate first aid qualifications
- ensure staff are aware of all safeguarding issues and procedures.

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 staff's knowledge and understanding of the Foundation Stage and the stepping stones
- develop staff's confidence in engaging children in activities and supporting their learning
- ensure children are allowed to enjoy sustained and purposeful play
- improve opportunities for children to be challenged and further develop their skills during outdoor play.

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