

# Woodcote Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348562
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Rebecca Elizabeth Khabbazi
<b>Setting Address</b>	54 Woodcote Valley Road, Purley, Surrey, CR8 3AJ
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<b>Registered person</b>	Child Base Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Woodcote day nursery is one of 34 nurseries owned by Childbase Ltd. The nursery has been registered since April 2007. It operates from a detached two storey converted house located on a residential road in Purley in Surrey. The nursery is open from 07:30 -18:30 Monday to Friday all year round.

There are currently 32 children on roll. Of these, two children receive funding for nursery education. Children attend for a variety of sessions.

The nursery currently employs eight members of staff who work with the children. Of these, seven have relevant childcare qualifications and one is currently working towards a qualification. Childbase provides in-house support and training for staff, and the setting also receives support from the Local Authority through an early years advisor.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are protected from the risk of cross-infection because staff follow clear hygiene procedures such as removing their shoes in the baby room, wearing gloves and aprons to change nappies, washing tables before mealtimes and acting promptly to clean up after any accidents or spills. Children learn about simple good hygiene practices when they wash their hands before they eat, using the liquid soap and paper towels provided. Children throughout the nursery enjoy regular hot meals that are prepared on site. Menus are planned to provide a varied, nutritious diet and take into account any individual dietary needs. Children begin to develop healthy eating habits when they choose some fruit or chopped vegetables and cheese at snack time, and enjoy a tuna hotpot and fresh vegetables for their lunch.

Older children enjoy regular physical exercise in the garden, as part of a healthy lifestyle. They practise their physical skills when they peddle bikes, throw, catch and kick balls, knock down skittles and learn how to carefully throw a hoop so that it lands over a cone. Children rest and sleep according to their needs and staff ensure that they follow younger children's home routines. Children's health is protected because there are comprehensive systems in place to keep records of their health needs, any accidents they have and any medicine they need to be given. All staff complete first aid training and the nursery manager is proactive in ensuring their certificates are kept up to date.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, well maintained environment with facilities to meet their needs. The premises are clean and brightly decorated, with displays and notice boards which help create an inviting atmosphere. Children have access to a good variety of toys and play materials in each of the group rooms, which are in good condition, suitable for their age, and kept clean. This helps ensure children can play safely. Children learn to keep themselves safe when staff remind them not to run inside, or why they need to pick up the toys from the floor.

Children's risk of accidental injury is minimised because staff take effective steps to identify and reduce potential hazards. Staff are vigilant about supervising children closely at all times, for instance escorting them to the toilets and taking a register when they go into and leave the garden. They conduct daily health and safety checks and take immediate action where required, for instance to prevent children accessing an area where the floor is wet. Appropriate risk assessments have been conducted in the majority of areas, but a written assessment is not yet in place in relation to the arrangements made for children who wish to sleep outside of the nursery's usual rest time, when other children are still playing around them.

Fire procedures are clearly displayed in all areas of the building and regular practices occur. There are specific procedures for evacuating children from the first floor, which staff who usually work upstairs are familiar with. However, the written procedure that is displayed upstairs does not include full details of how young children will be transported out of the building, so that visitors, parents or temporary staff can also refer to them if required.

Children's welfare is safeguarded because all staff complete initial child protection training as part of their induction. This means they understand their role in child protection and know what action to take if they are worried about a child.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children throughout the nursery settle quickly and develop caring relationships with staff. They are involved in a good range of activities and experiences throughout the day that ensure they are stimulated and well occupied, and which support their development and learning. Staff join in with children's play and give comfort and reassurance to children who are settling in. They use the Birth to three matters framework to make regular observations of children's progress and achievements and use these to plan future activities.

Babies in the Caterpillars' room benefit from routines that are consistent with their experiences at home. They enjoy frequent cuddles from familiar staff, who are warm and responsive to their needs. They show pleasure when staff sing to them or they look at a book together, giggling as a staff member encourages them to touch the soft material in the book, or push the squeaky nose so it makes a noise. They explore a variety of age-appropriate resources and materials that are readily accessible within the room, enjoying investigating a tray of dried pasta with their fingers and feet, delighting in the crunchy sound it makes.

Toddlers in Bumble Bees' room join in a morning song on the carpet and welcome their friends as they arrive. They independently choose from a range of activities that are set out on tables or are accessible in boxes in the room. They dig in the sand tray, burying treasure, or experiment to find out what happens when they put dry paper into the water tray. Children bang and shake instruments, fit the pieces of a train track together or enjoy a game with the garage and cars.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and how young children learn and progress. They understand children's needs and provide an appropriate range of activities and experiences for them. Plans are in place to develop and extend the curriculum provided as the nursery becomes established, although there are currently some gaps in the programme. Staff are caring, enthusiastic and energetic, which engages children and motivates them to learn. They show interest in the activities provided, respond appropriately to challenges, and have satisfactory levels of independence, concentration and curiosity. They make sound progress towards the early learning goals.

Children are keen to communicate. They join in conversations and are eager to share their experiences. They learn about rhythm and rhyme as they tap out the beat during a music session and they listen attentively to stories, asking questions and predicting what will happen next. Children trace letters with their finger in the sand and talk about the sound the letter makes. They enjoy drawing at the table but at present they do not always have opportunities to write and make marks in meaningful every day play situations such as role play. Children show an interest in number and count confidently to ten and above. They recognise shapes, confidently drawing and naming circles and squares.

Children compare the texture of wet and dry sand as part of a topic about 'opposites'. They investigate the sand with their hands, exploring the changes to how it looks and feels and the

different qualities that it has, for instance, they discover that you need wet sand to make a sandcastle. Children find out about the uses of everyday technology when they competently move the mouse to complete a simple computer programme. They use construction sets to build models but do not currently have free access to a variety of materials to design and construct and express their own creative ideas. They enjoy joining in with a music session, tapping sticks and shaking bells in time with a song, playing loudly and softly, quickly and slowly, as directed. Children use their imagination as they paint with big brushes, making colourful swirling patterns on the paper. Role play activities, however, are not yet fully developed to stimulate children's imaginative play.

Staff make regular observations of children, identify next steps for their development, and use this information when planning activities. At present, however, detailed information about children's progress and achievements prior to starting at nursery is not included in their developmental profile, in order to provide a starting point for tracking children's progress while at the setting.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed into the setting and valued as individuals. Comprehensive information about children's needs, background and routines is obtained from parents through the registration forms, and staff ensure they are familiar with these before children start. Children benefit from a range of activities and experiences that help them learn to value diversity. They celebrate Hanukkah, make clay candle holders and decorate them for Diwali, and read stories about life in different places round the world. Children's spiritual, moral, social and cultural development is fostered.

Children make good relationships with each other and staff. They respond well to staff's clear guidance and quickly become familiar with the expectations of the setting. Children know when it's time to line up or sit quietly for a story, and begin to show independence when they wash their own hands or help tidy up the toys. Their self-esteem is fostered when staff praise them for helping to put away the instruments so nicely, and staff's consistent approach helps them begin to get along with each other well, share and take turns.

Children benefit from effective two-way communication between staff and their parents. The nursery keeps parents up to date in numerous ways, including through monthly newsletters, notice boards and displays, as well as a daily exchange of information when children arrive and are collected, and for younger children there are also written daily feedback sheets. This helps children feel secure and experience consistent care. Parents of younger children feel reassured and supported by staff as they are settling children in. The partnership with parents of children who receive funding for nursery education is good. All parents have regular opportunities to meet staff to discuss their child's progress and can access their child's individual file on request at any time. Parents are kept informed about topics, themes and activities and encouraged to continue children's learning at home.

### **Organisation**

The organisation is good.

Children's care is enhanced by efficient and effective organisation. They are cared for by suitably qualified and appropriately vetted staff due to rigorous recruitment and vetting procedures. A comprehensive induction programme ensures staff understand and follow the setting's policies

and procedures in order to protect children, promote their wellbeing and support their development. Staff have clear roles and responsibilities and work effectively together. All of the required documentation and records for daycare are in place and used well to meet children's needs.

Leadership and management of the nursery education provision is satisfactory. There is a strong commitment to improvement and support for staff to develop their knowledge and skills through training. The manager provides a clear direction for the setting and is proactive in monitoring staff's practice. There are initial systems in place for monitoring and evaluating the quality of the nursery education provision, and plans are in place to address areas for improvement.

The nursery is well organised throughout. All rooms are well resourced and welcoming and offer sufficient space. There is a daily routine that takes into account the individual needs of children and ensures they are appropriately occupied and stimulated throughout the day. Overall, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration 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**

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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):

- extend existing fire procedures for the rooms on the first floor by including more details of how non-mobile children are evacuated
- conduct a risk assessment of sleeping arrangements for children who wish to sleep outside of usual rest times

#### **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):

- continue to extend the Foundation Stage programme to include a wide range of challenging activities and experiences for children that build on their existing knowledge and skills
- obtain more written information about children's progress and achievements prior to starting at the nursery, as a starting point for tracking their progress through the Foundation Stage

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