

Woodlands Nursery

Inspection report for early years provision

Unique Reference Number	EY350474
Inspection date	22 May 2008
Inspector	Julie Denise Edmonds
Setting Address	Woodlands Middle School, Church Walk, Bradwell, GREAT YARMOUTH, Norfolk, NR31 8QQ
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Registered person	The Governing Body of Woodlands Middle School
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 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 in Bradwell, near Great Yarmouth, was registered in August 2007 and is run by a committee of the school governors. The nursery is situated in a newly built unit designed for this purpose. The children have access to an enclosed outdoor play area. A maximum of 24 children from three years of age may attend the nursery at any one time. It is open each week day from 08:30 to 17:30, with the exception of closing at the earlier time of 17:00 on Fridays.

There are currently 41 children on roll. This includes 37 who receive funding for early education. Children attend for a variety of sessions. The pre-school serves the surrounding area. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs four staff who work with the children. They all hold relevant early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean premises, promoting their good health. Effective hygiene practice includes cleaning surfaces with anti-bacterial spray. Children are developing independence as they follow simple hygiene routines and access the toilet and hand washing facilities. They learn to wash their hands at appropriate times, such as after using the toilet. Notices in place at the setting reinforce this. They help themselves to paper towels to dry their hands and put them into the bin. Communicable disease information is shared with parents to support exclusion of children when ill and to help prevent the spread of infection. Children receive sensitive attention from a staff member in a quiet area if they become unwell while attending. Parents are contacted to collect their child. Children are cared for appropriately in the event of an accident, as staff are first aid trained and parental consent is gained to seek emergency medical assistance. Appropriate accident records are kept. However, they are not organised to ensure easy review and identification of any trends or recurring causes of injuries. This is inconsistent with accident prevention at the provision. Safety in the sun is well promoted with sun creams applied and hats worn. Children's individual health and dietary needs are met. Information is gained from parents and shared between staff confidentially, with appropriate personal care plans put in place.

Children help themselves to a variety of nourishing foods from serving bowls at snack time. Food offered includes a choice of fresh fruit such as grapes and orange. The children eat together in small groups sitting at tables and pour their own milk or water from jugs. Healthy eating is well promoted, with the varied and appealing lunch, tea and snack menus displayed for parents. The children's interest in the food they eat is encouraged, as they help to prepare the snack. They scoop the seeds from the melon and chop the fruit. They also prepare their own sandwiches at tea time. Staff instigate discussion about the food and drink at the relaxed snack and meal times, when social interaction is encouraged. They talk about where milk comes from. Children have access to fresh drinking water they may pour for themselves at any time, both indoors and out, providing them with sufficient fluid intake. They enjoy cooked school dinners or packed lunches provided by their parents. Healthy packed lunch contents are encouraged with many attractive displays promoting a nutritious diet.

Children take part in activities that help them to develop physical skills. They enjoy regular outdoor play opportunities in the fresh air. They balance and walk along tracks and push along and pedal wheeled toys. They propel themselves along with one foot as they use the trikes to 'scoot'. They jump on the nursery trampoline. They run at speed, chase and negotiate obstacles as they move around freely, playing a ball game with a staff member. Opportunities for children to develop climbing skills are limited. Large movement activities are also offered indoors, particularly during inclement weather. Children are able to rest according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in very attractive purpose built premises, with much natural light from the windows. Systems include air conditioning to maintain a comfortable temperature for the children. They benefit from the child-centred environment created, with an array of colourful art work and posters displayed. They use child-size furniture and toilets and hand washing

facilities. The appealing layout gives children choices from an inviting range of activities set out on table tops and around the room. They access books freely and help themselves from the low-level storage in the nursery. Children rest and relax in the comfortable book corner. A variety of toys and activities set out for the children in the adjoining play area outdoors gives them additional choices. Equipment is kept clean with a rota in place to maintain this.

Comprehensive risk assessments promote children's safety. This includes daily and weekly checks. Effective systems ensure access to the premises is managed successfully to prevent children from leaving unsupervised and intruders from entering. The entrance/exit door is secured and monitored successfully at arrival and departure. A door bell alerts staff to visitors' arrival. The kitchen is inaccessible to children, with a secured gate. Socket covers are in place at low level. Safety mats in position when children use physical play equipment promote their safety. They learn about keeping themselves safe, with reminders given by staff. Emergency escape plan practise raises children's awareness and supports safe evacuation.

Children are safeguarded because staff understand their roles and responsibilities to protect children and are able to put procedures into practice. Staff attend training and have access to up-to-date safeguarding children information.

Helping children achieve well and enjoy what they do

The provision is good.

The children are cared for in a relaxed atmosphere where they gain confidence. They are encouraged to interact with others in different groupings and progress to initiate exchange. They are supported by sensitive and caring staff. The approach of staff and their interactions with the children are consistently appropriate to promote children's self-esteem. Children settling in are comforted when their parents leave them. 'Wetting accidents' that could cause children anxiety are dealt with in a manner that does not draw attention to the incident. The children receive positive responses from the staff, who listen to what they say and maintain good eye contact with them. They are interested in what the children are doing. The children play happily, independently making choices. They play alongside each other and together as they develop social skills. For example, four children play together enthusiastically at the sand tray and fill a bucket of sand together. They successfully negotiate individual space as they play. Children are proud of their achievements as they show other staff members their craft work and see their work on display.

The children freely make choices from the appealing range of toys and activities set out for them. The children take part in a variety of craft work. This includes painting and printing pictures. They have fun making foot prints with paint, laughing as the brush tickles their feet. They play in the water tray with shells and sea life toys. They enjoy table top puzzles and games. Activities link to themes, such as dinosaurs. They play with workshop toys outdoors, as they 'mend' the fence. The children play with small world tractors and trailers and 'transport' farm animals. Activities and play experiences meet the needs of younger children attending in line with the 'Birth to three matters' framework.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals supported by skilled staff. Spontaneous opportunities are used well to promote children's learning. For example, as paint begins to dry when left outdoors, the children are encouraged to feel it is sticky. Water is added and they feel that it is runny. The staff

member talks to the children about what is happening as they learn about change. Effective observation, assessment and planning systems provide experiences appropriate to individual children's stage and challenge to extend their learning. Observations of what children are able to do are included in their individual assessment records, together with photographs and creative work. These valuable and appealing 'learning stories' indicate children's development, with clear and achievable next steps recorded. Key workers have the opportunity to contribute and inform planning informally to support individual progress. Planned focused activities support staff to make the best use of activities and experiences to fully promote the learning of all children. Planning offers children a range of experiences both indoors and out to promote their development.

Children develop a sense of belonging in the setting where their ideas and thoughts are valued. They learn to manage self-care tasks, such as finding and putting on their own coat. They gain independence as they respond well to personal responsibilities, such as snack time helper. Well prepared circle times hold the children's attention and promote many aspects of children's learning. They join in and learn about the weather, numbers and the date, days of the week, they identify the colour of clothes they are wearing. They share a book together and learn about different concepts such as above and below.

Activities support children to identify different shapes. Learning is consolidated, such as at tea time when children talk with staff about the shape they have cut their sandwiches into. They learn about size and if objects are bigger or smaller than other items. Children learn to count, recognise numerals and sort items. They find the total number of items in two groups by counting all of them, such as with pieces of fruit at snack time. They develop a love of books at the nursery as they self-select and look at them on their own. They enjoy staff reading to them individually and sharing books in small and large groups. The many opportunities to find their name cards support name recognition, such as at arrival and snack time. They are learning to link sounds and letters. The children use drawing and writing materials with increasing control, learn to write their own name and form letters correctly. The children talk in imaginary situations. For example, as they pretend play in the home corner. They talk about what they are doing, as they prepare to go on holiday, dress up and pack their bags.

Large muscle physical skills are generally well promoted. Although, there are few climbing opportunities to promote increasing control on challenging equipment. The children develop fine physical skills as they use malleable materials, such as play dough and clay, squeezing, rolling out and making patterns on the surface. They use tools, such as scissors. They take part in action rhymes together as a whole group and spontaneously with staff during activities. The children enjoy using musical instruments. They become confident with modern technology. They have unlimited use of the computer and gain control using the mouse. The children learn about living things. They grow cress and sunflowers. The children design and make using junk modelling materials and construction toys and bricks.

Helping children make a positive contribution

The provision is good.

Staff know the children well, their likes and dislikes and value their individuality. Planning is strongly linked to the children's interests. Children learn about some celebrations and festivals. They take part in activities linked to Chinese New Year and try to eat with chop sticks. They use a modern range of books and toys that reflect diversity. This supports children's awareness of the wider world and helps them to develop a positive attitude towards others. Visitors provide

links with the local community and include school children to read to them, an athlete, the dentist and the road safety officer.

The group works in partnership with parents and other professionals to ensure the needs of children with learning difficulties and/or disabilities are met. Staff promote children's well-being in line with the Special Educational Needs Code of Practice, with appropriate and updated individual plans in place. The children benefit from positive behaviour management, with the staff as good role models. The children are praised for their achievements. They learn good manners, to say please and thank you and not interrupt when others are speaking. They are supported to manage their own behaviour. They learn about why they are being asked to change their behaviour. For example, children are asked not to climb on play kitchen equipment because they may fall and hurt themselves. A staff member explains to a child that their behaviour is not very kind. They are given reminders to share and to take turns on the trampoline. The children learn to adapt their behaviour in response to the routine and listen and respond to instructions at circle time. They help others when they support the staff and each other to tidy up. They raise funds to help those less fortunate than themselves, for example for 'Children in Need'. Children's spiritual, moral, social and cultural development is fostered.

Daily informal communication supports a trusting relationship with parents. Parents enjoy sharing in celebrations at the nursery, such as at Christmas. They are encouraged to become involved with fund raising for the nursery and have put forward ideas. A concise and informative welcome leaflet is provided. Notice boards at the nursery are used well to display a range of information for parents. Regular newsletters provide updates and parents are encouraged to discuss any concerns they may have. Comments may be posted in the suggestion box. This supports partnership with parents to provide continuity of care for the children. Ofsted contact details are displayed, supporting exchange of information with the regulator. Parents are very complimentary about the care and opportunities provided for their children.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents are encouraged to share information about their child, such as interests, milestones reached and achievements. Parents have access to information about the Foundation Stage and know who their child's key worker is to support verbal exchange. Children's learning stories are 'parent friendly'. However, parents are not routinely accessing them and some indicate that they would appreciate more formal opportunities to discuss their child's progress. Planned additional ways for parents to exchange information with staff are yet to be introduced. Parental involvement is therefore not fully promoted at present to support individual children's learning and aid progress.

Organisation

The organisation is good.

Robust vetting procedures are followed to ensure adults' suitability to be in contact with children. A range of information gives parents an overall picture of how the group operates on a daily basis, including comprehensive policies and procedures. Documentation and record keeping meets regulations and is well-maintained for the efficient and safe management of the setting. Confidentiality is respected.

The staff and committee have worked very hard to successfully set up a setting where children, parents and visitors feel welcome. The friendly and qualified staff team have a high regard for the children's well-being and work efficiently together to offer smooth running sessions. The children receive sufficient constructive adult support, time and attention as they play and to

meet their care needs. Familiar routines support children to feel secure and settled and use of space and grouping of children mainly meets children's needs. However, movements of groups between indoors and out does not always meet their needs effectively. Their play is sometimes unnecessarily interrupted when they are fully occupied.

Leadership and management are good. Staff inductions and job descriptions ensure staff are aware of their individual responsibilities. Appraisals address staff performance and training needs. Staff have a positive attitude and are keen and motivated to develop their practice. They attend training workshops to keep up-to-date. The nursery is committed to improving the provision. The setting evaluates practice to maintain and improve standards and the staff team communicate well informally. They work in partnership with other professionals involved with the nursery and have action plans in place. This includes developing use of the outdoor area. Planning for implementation of the Early Years Foundation Stage in September indicates forward thinking. Overall children's needs are met.

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

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 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):

- organise use of space and grouping of children to ensure their play is not unnecessarily interrupted when they are fully occupied
- organise accident records to ensure they can easily be reviewed to identify any trends or recurring causes of injuries

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):

- provide opportunities for children to develop climbing skills and gain increasing control on challenging equipment
- develop opportunities for parents to discuss their child's progress and view their child's learning story at regular intervals to promote their involvement.

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