

Woodlands

Inspection report for early years provision

Unique reference number

EY273149

Inspection date

09/09/2008

Inspector

Coral Hales

Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Woodlands Early Learning Nursery is privately owned and opened in 2004. It operates from converted premises in Sarisbury Green, Hampshire. There is a large enclosed garden for outside play. The nursery serves the local and wider area. The premises are generally accessible to all. However, some provision is on the first floor.

The nursery is registered for a maximum of 108 children at any one time. There are currently 230 children on roll aged from three months to under eight years. This includes 217 children in the Early Years Foundation Stage. The setting is also registered on both the Compulsory and Voluntary part of the Childcare Register. Children attend for a variety of sessions.

The setting opens each week day all year round. The nursery is open from 07:30 until 18:00. Out Of School care is offered from 07:30 to 08:50 and from 15:15 to 18:00 during term time and from 07:30 until 18:00 in the school holidays.

The setting employs 40 members of staff, of whom, 28 hold appropriate early years qualifications.

The setting receives support from the local authority and is currently working towards Pre School Learning Alliance accreditation.

Overall effectiveness of the early years provision

The children are extremely happy and well settled. Very effective systems ensure their individual needs are recognised and identified. All aspects of children's welfare and learning are promoted and they are making good progress towards the early learning goals.

A key strength of the setting is the highly effective partnership they have with the local school and other agencies. This contributes significantly and ensures that the needs of all children are met very well and that they get any additional support they need.

Highly effective and continuously monitored systems lead to improvement. Excellent involvement with staff and parents and carers ensures that the provider has an accurate understanding of the strengths and weaknesses of the provision. This results in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the planning of activities to ensure that all adults working with the children are fully aware of the expected outcomes

The leadership and management of the early years provision

Very effective management structures are in place and communication with all levels of staff is excellent. Clear and robust procedures are in place for the recruitment and vetting of new staff and this ensures that all adults working with children are suitable to do so. Effective induction systems are in place and these inform new staff of all relevant information to ensure they promote children's welfare and safety. Those in charge have an exceptionally high aspiration for quality which is evident through ongoing improvement in consultation with staff, parents and children. All documentation is maintained to a very high standard and regularly reviewed and all policies and procedures are known to staff and shared with parents.

Regular meetings with staff ensure that information is shared and that all are included in decision making. This enables them to take pride in their surroundings and enhances their practice. This has a very positive impact on the children. Training opportunities enhance staff morale, effectiveness and retention, ensuring continuity for the children.

Arrangements for safeguarding children are robust, regularly reviewed, very well managed and understood by those who work with the children. Effective procedures are in place for identifying any child at risk of harm and ensure staff are aware of the appropriate child agencies to deal with should any issues arise. Children's health and well being is well promoted by staff and required documentation supports very good practice.

Partnerships with parents and carers and outside agencies including the local school are excellent. Parents receive comprehensive daily written and verbal information about their child's day which enables them to be effective partners in their children's learning.

The quality and standards of the early years provision

Management and staff create a stimulating and challenging environment where the atmosphere is positive and supremely encouraging. The staff team promote children's development through a helpful balance of child-led play and interesting activities. Throughout all of these, the staff support them with a clear understanding of the needs and stages of development. They are attentive and enthusiastic, responding to the children's interests and needs.

Planning takes account of the learning needs of individual children and is discussed by all the key persons so that all children's learning plans are taken into consideration. Information about the aims of the activities are mostly identified and acted upon consistently. Throughout the setting, children are making excellent progress in all areas of development. They are supremely confident and developing lovely relationships with each other and staff. They are very keen to join in all activities, crowding round the table to see what is being offered. They love to show

their creations to the other children and staff.

Children in the baby unit are actively involved in their play, confidently selecting and exploring the resources with their senses. They touch, cuddle, shake and bang in an effort to understand the varied substances and toys. They make different noises, observe the changes, colours and movement, climb and practice a range of movements in safety.

Children's knowledge of technology is developing very well. For example, a three year old learning to take photographs is told several times to move further away from the subject. Later he tells the child whose picture is being taken, to move back because he was too close. Another child purposefully walks around the room, looking through the camera at potential subjects to photograph. Children learn to compare quantity as they respond with understanding to questions such as, 'Have we all got the same amount?', 'It needs to be equal – has everybody got the same?' Children thrive as they enthusiastically participate in a range of creative activities. For example, they greatly enjoy singing and the two-year-olds are keen to volunteer new lines to add to a familiar song.

One of the greatest strengths of the setting is the use of the large and very safe garden. This is a wonderful, natural environment where extremely imaginative use has been made of the contours and features of the landscape to stimulate the children's interests and provide endless opportunities for learning and enjoyment. Children frequently have free access to this area, which contributes to the excellent promotions of health. Children also benefit hugely from the carefully balanced and nutritious meals and snacks prepared by the catering manager.

Children learn to keep themselves safe through exceptionally well-managed risk. Pre-school children can access the stairs if they wish as there is no gate to prevent them from doing this. However, they are taught that they must not, and respond to this teaching. The toddlers are protected by a stair-gate as they are more vulnerable.

Children develop extremely positive behaviour patterns that will enable them to learn, and to become sociable and caring. They develop particularly affectionate relationships. For example, a two year old saves a chair for her special friend and all the children interact well together throughout the setting. A baby reaches out to another to touch her head, and toddlers smile and make eye contact as they talk together. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepare them excellently for future life.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.