

# Woodlands Nursery

Inspection report for early years provision

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**Unique reference number** EY306586  
**Inspection date** 21/11/2008  
**Inspector** Louise Bonney

**Setting address** 2 Wakefords Corner, Sandy Lane, Church Crookham, Fleet,  
Hampshire, GU52 8DB

**Telephone number** 01252 624332

**Email**

**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 Nursery is a privately owned provision, registered since May 2005. It operates from a single story premises in a residential road in Church Crookham near Fleet. Children who attend come mainly from the local area. There is a secure garden for outdoor play. Indoor areas are easily accessible, there is a step up to some parts of the garden.

The provision operates under the Early Years Register and the Childcare Register. There are currently 64 children on roll, all of whom are in the early years age range. There are no children currently attending within the later years age range. Of those attending 13 receive early years education funding. Children attend all day or for various sessions. The setting has no children with learning difficulties and/or disabilities, and supports children with English as an additional language.

The nursery opens from 08:00 until 18:00, Monday to Friday, all year round with the exception of Christmas week and bank holidays.

There are 12 members of staff who work with the children. Of these, 11 hold relevant childcare qualifications at Level 2 and above, and one is currently training for an appropriate qualification.

The nursery is accredited through the Preschool Learning Alliance scheme, Aiming for Quality.

## Overall effectiveness of the early years provision

Children settle well through the good support they receive from attentive staff. Staff develop trusting relationships with parents and ensure children's health and safety is protected through the implementation of the nursery's policies and procedures. Staff are developing their understanding and implementation of the Early Years Foundation Stage and children make satisfactory progress towards the early learning goals. The owner and staff show commitment to continually improving the provision, such as through the recent development of the garden, trial of new planning systems, and the nursery's accreditation through the Aiming for Quality scheme. Children from diverse backgrounds are welcome at the nursery and most areas of the premises are easily accessible, which helps to support the provision of an inclusive environment.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- reflect children's individual cultural backgrounds within the setting
- develop staff's ability to evaluate observations and identify possible lines for children's future development
- provide a balance of planned adult-initiated focus activities and self-selected

child-initiated activities to ensure developmentally appropriate differentiation and challenge.

## **The leadership and management of the early years provision**

The owners show commitment to continually improving their setting. They support staff who have now achieved accreditation of the nursery under the Aiming for Quality scheme. Now landscaped, the garden provides good opportunities for children to play outside in all weathers, with an extensive covered area, hard and safety surfaces. However, a step to the upper garden reduces otherwise good accessibility for those with physical disabilities. The owners encourage staff to attend training and nearly all staff hold an early years qualification. Staff plan activities together and have regular meetings. This helps develop a close team and consistency, which benefits the children's care and learning. The owners have recently appointed a new manager for the nursery who is committed to developing a high-quality provision. She is re-evaluating the provision and teaching practice, and identifies and agrees areas for improvement with the staff and owners. Some staff are trialling a new system to better reflect children's current learning and interests in planning and to strengthen their links with parents.

The owners implement sufficiently rigorous recruitment systems to ensure all staff are suitably vetted and qualified. Staff follow appropriate procedures which protect the children's safety and welfare, which are displayed in the reception area for parents to share. They liaise closely with parents about children's care, which helps them provide well for individual children's needs, such as when a child has had a bad night or is under the weather. Parents know who their child's key person is, and they are invited to biannual meetings with them to share their child's records and discuss their development as well as having informal discussions at handover. Parents see displays of their children's work and staff provide general ideas of how to support planned themes for the older children. However, staff do not effectively identify children's next steps to share with parents and further involve them in their children's learning.

## **The quality and standards of the early years provision**

Children play in a welcoming and supportive environment where they enjoy the interaction of friendly caring staff. Staff make colourful displays of the children's work, such as the laminated books the children illustrate or pictures they decorate using computer programmes. Children play in safe and secure premises and independently access a suitable range of safe and age-appropriate resources, which in the preschool room are clearly labelled with words and pictures to support their developing reading skills. Children learn how to play safely such as when using the large climbing frames, the slide and wheeled toys in the garden or as older children control safety knives as they chop fruit for snack time. Children develop good levels of independence as preschool-aged children lay the table for lunch, put on their own coats with support when necessary and sweep up spilt sand without prompting. All children have opportunities to use the garden daily, with older children having free access throughout the day. Children enjoy home-

cooked lunches made mostly from fresh ingredients, and lunchtime is a sociable occasion when staff sit and eat with the children. The cook caters for children's individual dietary needs and provides appropriate foods that are nutritious and appetising. This supports their safety and good health.

Children develop friendly and caring relationships with each other, such as when they welcome another child into their activity, who in turn shows appreciation by stroking their hair. They know staff value them as individuals as they adapt routines to meet their needs, such as when they enable an unusually tired preschool-aged child to have a nap. Children behave well through the staff being consistent and supportive. Staff observe and identify difficulties children may have in their behaviour or development and quickly take action. This ensures children receive any additional support the need, if necessary through staff approaching external agencies.

Children make satisfactory progress towards the early learning goals. Staff seek information about children's starting points from parents. They observe and record children's progress and older children participate in planning discussions with staff. This enables staff to reflect children's interests when planning activities. New observation systems mean that staff now collect more information about how children learn. However, they do not always effectively evaluate these observations to identify possible lines for children's future development. Staff provide activities to cover all the areas of learning within the Early Years Foundation Stage. Children have opportunities to show curiosity and explore, such as when babies sit in trays of pasta or play with paint. Toddlers explore sounds as they play with metal saucepan lids and spoons and sing action rhymes with staff. Preschool children recognise their written names and play counting games on the computer, or draw shapes and letters in shaving foam. Older children are keen to perform special tasks, such as laying the table for lunch, and show confidence as they share their news at group time. However, staff do not sufficiently plan adult-initiated focus activities for the preschool-aged children to ensure they offer developmentally appropriate differentiation and challenge. Children with English as an additional language receive good support through staff sharing key words with parents and using consistent gestures, which other children also learn. This helps children recognise and value differences and similarities. However, staff do not yet sufficiently integrate children's individual cultures within the nursery to further develop their sense of inclusion and self-esteem.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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

## **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.