

WoodLane Day Nursery

Inspection report for early years provision

Unique reference number	EY299646
Inspection date	09/09/2008
Inspector	Nicola Jayne Pascoe / Sarah Jane Wignall

Setting address	Falmouth College of Arts, 25 Woodlane, Falmouth, Cornwall, TR11 4RH
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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

Tremough Campus Services Woodlane Nursery is managed by Tremough Campus Services. It has been registered for 12 years and operates from a self-contained building, which is part of the University College Falmouth, Woodlane Campus. Children have use of a secure garden area for outdoor play activities. The setting is open each weekday from 08:00 until 17:30 all year round, except during Christmas and Bank Holidays. A maximum of 37 children aged from one year may attend the setting at any one time.

There are currently 83 children attending who are within the Early Years Foundation Stage (EYFS). Children attend from the local and surrounding areas and some also attend the early years unit of the local primary school during term time. The nursery provides extended care for children attending the nearby primary school. The nursery also offers care to children aged over five years. The provision is registered by Ofsted on the compulsory and voluntary childcare register.

There are 15 members of staff working directly with the children. All of the staff hold appropriate early years qualifications which include National Nursing Education Board certificates, teaching qualifications and NVQ levels 2 and 3.

Overall effectiveness of the early years provision

Children's welfare is promoted satisfactorily throughout the nursery. Safeguarding procedures are well established and daily routines successfully promote children's awareness of maintaining their own health and hygiene. However, risk assessments are not regularly reviewed. Children have established good relationships with adults and other children and the majority of children are effectively included and supported. The nursery self-evaluation system identifies some areas for improvement, such as the purchase of additional equipment and the use of more natural materials in the setting.

What steps need to be taken to improve provision further?

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

- develop observation, assessment and planning systems to ensure that appropriately challenging next steps are identified to support children's learning and development
- provide all children with a range of appropriately varied and stimulating activities throughout the day, using both the indoor and outdoor environment effectively
- further develop initial child profiles to identify individual abilities and establish effective links with other providers to ensure that activities are complementary and promote continuity and progression
- conduct and regularly review the risk assessment to ensure that hazards

such as the storage of cleaning equipment, cleanliness of flooring and storage of toys and resources, particularly in the room for older children, are identified and addressed

The leadership and management of the early years provision

Nursery staff are suitably qualified, experienced and work well together as a team. Staff deployment ensures that adult: child ratios are met and that children benefit from continuity of care. Systems to monitor and assess adult suitability are robust and ensure that children are effectively safeguarded. The nursery self-evaluation system identifies some areas for improvement, such as the extension of the nursery's natural resources. However, it does not focus sufficiently on systems to extend children's learning and development.

There is an established key person system in place throughout the nursery and staff know children's individual preferences well. However, this knowledge is not used effectively to influence planning in order to promote children's learning and development. Most of the nursery's policies and procedures are regularly reviewed, shared with parents and used to inform practice. However, the risk assessment is not revisited regularly in order to identify and reduce hazards.

The nursery provides parents with sufficient levels of information through regular newsletters, meetings and daily discussion. There are several notice boards throughout the nursery, which prominently display essential information. The nursery has established effective links with the local community and children benefit from visits to local attractions and places of interest, such as Pendennis Castle and the Maritime Museum.

The quality and standards of the early years provision

Children have formed positive relationships with adults and other children. They are happy, settled and content. Staff respond instinctively to children's physical and emotional needs, for example offering comfort and cuddles while children settle. The nursery has a basic system for gathering information when children start, centred around interests and home routines. However, this does not include sufficient information to help staff plan the next steps for children's learning. As a result, activities are not well prepared or extended and do not provide sufficient challenge. For example, children enjoy the opportunity to search for mini-beasts in the outdoor play area and show delight in finding snails. However, this activity came to a halt on returning indoors and staff missed opportunities to build on children's interest and enthusiasm.

Children are confident within the setting and move freely around the playrooms. Staff provide a basic range of activities and resources from which children can make choices. Older children particularly enjoy caring for baby dolls, bathing them and drying them carefully. The nursery fosters close links with families, for example, they have invited a parent with her new baby to visit and discuss baby care with the children.

Children enjoy the opportunity to participate in social meal times where adults sit with them to support and promote independence and table manners. Effective daily health and hygiene routines are followed to ensure that children wash their hands

regularly and brush their teeth after lunch.

Suitable nappy changing and babies sleep routines are followed. However, storage of toys, resources and cleaning equipment and cleanliness of flooring presents a hazard. The premises are kept secure and staff monitor visitors to the setting and ensure that children are released to authorised persons only. The nursery has established links with the art department of the adjoining university campus and have recently hosted their own art exhibition, where parents were invited to attend and admire children's work. The nursery is beginning to establish links with other providers delivering the EYFS.

Babies have use of treasure baskets during circle time where they are able to explore a range of natural objects. They listen well to favourite stories and enjoy craft activities, such as collage, using a range of materials. However, planning lacks variety as babies continue to engage in similar activities throughout the week. The outdoor area benefits from safety flooring and is securely enclosed. However, children's use is limited throughout the day due to planning restrictions. Staff ensure that children go outside for fresh air and exercise and they have some plans in place to use the outdoors for purposeful play and learning.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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

The provider confirms that the requirements of the voluntary 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.