

# The Woodlands

Inspection report for early years provision

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<b>Unique reference number</b>	EY368209
<b>Inspection date</b>	14/10/2008
<b>Inspector</b>	Kelly Eyre
<b>Setting address</b>	All Saints Lower School, Church Street, Clifton, SHEFFORD, Bedfordshire, SG17 5ES
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<b>Type of setting</b>	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

The Woodlands opened in April 2008 and is run by a voluntary management committee. It operates from a self-contained setting in the grounds of All Saints Lower School, Clifton, Bedfordshire. A ramp to the main entrance means that the premises are easily accessible. Children have access to the fully enclosed outdoor play area.

The setting is open each weekday during term-time and offers a number of childcare options. Before school sessions are from 08:00 to 09:00. Pre-school sessions are from 09:00 to 11:35 and 12:40 to 15:10. There is a lunch club from 11:35 to 12:35. After school sessions are from 15:15 to 18:00. The provision is open in some school holidays from 09:00 to 17:00. There are 29 places for children in the Early Years Foundation Stage and there are currently 51 children attending who are within this age group. Most of the children live locally and in the surrounding villages. Other settings, such as the early years unit of the local primary school and childminders, are used by 15 of the children.

The setting also offers care to children aged over five years to nine years. This provision is registered by Ofsted on the Compulsory and Voluntary Childcare Register. Children occupying these places share the same facilities as the children in the Early Years age range. There are 30 children on roll in this age group.

There are eight staff members, all of whom hold relevant childcare qualifications.

## Overall effectiveness of the early years provision

The setting's daily practice is highly effective in ensuring that children make excellent progress. The ethos is that all children are unique and have a right to influence the running of their setting. This means that each child's needs and individual learning styles are meticulously considered in the planning process. Staff create a stimulating environment and offer sensitive support to ensure that it is accessible and children gain the maximum benefit from all opportunities. The individual planning for each child is a key strength and contributes significantly to ensuring that their development is promoted to the optimum. The comprehensive evaluation procedures mean that staff have an excellent understanding of their strengths and weaknesses and can implement changes to improve the outcomes for children.

## 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 policies and procedures to further enhance the safe and efficient management of the child care provision and to continue to meet the needs of the children.

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

Exceptionally comprehensive evaluation procedures mean that staff and committee members are aware of areas for improvement. They actively seek feedback from parents and children, collating this information to formulate plans which lead to improvements for children. For example, providing copies of activity planning for parents so that they can be involved in their child's learning. Staff's very genuine desire to promote the best care and opportunities for each child mean that they continuously review and update their training and knowledge. Highly effective safeguarding policies are meticulously implemented, ensuring that children are protected at all times and their welfare is promoted. For example, there are rigorous procedures to ensure the security of the building.

The extensive procedures for assessing children and monitoring their progress ensure that their starting points are clearly recorded and their individual development is promoted. Staff demonstrate exceptional dedication and commitment to maintaining excellent partnerships with parents, local schools, childminders and other professionals. This ensures that children's care is consistent and they are always offered highly appropriate support to enable them to make excellent progress. For example, the setting provides update sheets so that parents can contribute to their child's assessments and influence the planning of activities and play opportunities. Staff work closely with the local school, supporting children and extending their learning. For example, they utilise daily communication books so that they are aware of children's progress and are able to provide activities to compliment this.

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

Children are consistently offered an exciting range of opportunities that support them in making excellent progress. Their individual personalities and unique learning styles are valued and are truly reflected in the flexible planning. Each child has their own learning plan which is linked to the wide-ranging observations and assessments. This enables staff to provide appropriate activities and plan the next developmental steps. Staff know the children well and often make their own resources to support individual children's needs. This sensitive support means that children grow in confidence and develop positive attitudes to learning.

Children confidently solve problems, experiment and use their mathematical skills. For example, children playing with a construction set carefully count the pieces, count out the corresponding number on the abacus, fetch a pair of binoculars and experiment by looking at the construction set through each end of these before going to the window to use the binoculars.

Children have access to a multitude of resources, confidently helping themselves. They are exceptionally animated, creative and inquisitive in this inspiring environment. They express themselves and confidently share their thoughts and ideas. For example, children playing outside fetch an empty bowl and gardening trowels and become engrossed in mixing sand, shaving foam, leaves, dried pasta

and grass to 'make a cake'. Children demonstrate a great appreciation of each other. For example, children eagerly gather round to look at the bugs found by another child, observing these and then helping to put them back in the correct habitat.

The outdoor play area is clearly recognised as an extended resource and is used throughout the session, with children moving freely between the outdoor and the indoor play areas. Children confidently move resources between the two areas. For example, a small group of children decide to turn the play house into a garage and collect extra tools from inside, using these to 'mend cars'. They then extend their play by using the writing implements to produce signs and receipts.

The secure environment and consistent support enable children to develop skills for the future. For example, communication is promoted in its widest form, with children learning and using basic sign language. Children have access to an environment that is rich in signs, language and literacy. They show a great appreciation of books, enjoying both group and individual stories. For example, a small group of children choose books from the shelves outdoors and sit together under the tree to look at these, later turning this into a role play scenario about a visit to the library.

Children are cared for in an exceptionally safe, secure environment because staff are vigilant and have an excellent knowledge of this area. They carry out daily safety checks and regularly review the comprehensive risk assessments. Children are gaining a good understanding about taking care of themselves and others. Their knowledge is extended by visits from the emergency services and regular discussions with staff. Staff have a comprehensive knowledge of issues relating to safeguarding children and have ensured that they have relevant information and details.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Outstanding
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	Outstanding
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](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

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 registration or 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.