

Woodlands Day Nursery

Inspection report for early years provision

Unique reference number

EY316243

Inspection date

30/10/2008

Inspector

Sally Elizabeth Lee

Setting address

Bullkington Village Centre, School Road, Bullkington,
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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).

Description of the setting

Woodlands Day Nursery was registered in 2005 and operates from a self-contained building on the site of Bulkington Village Centre in Bulkington, Warwickshire. The nursery serves Bulkington and the local area. There are four playrooms, toilets and changing areas on the ground floor with a kitchen, staff room and office on the first floor. The ground floor is accessible to wheelchairs. There is an enclosed area for outdoor play. A maximum of 47 children aged under 5 years may attend the nursery at any one time and there are currently 52 children on roll. Of these, 13 are in receipt of funding for nursery education. The nursery is open each weekday from 07.45 to 17.30 all year round.

There are 14 staff who work with the children, all of whom hold an appropriate early years qualification. The setting receives support from the advisory teacher from the local authority and is registered on the Early Years Register.

Overall effectiveness of the early years provision

The nursery provides effective care and education for children in the Early Years Foundation Stage (EYFS). Staff work closely with parents and carers to ensure children's individual needs are met well. Children with learning difficulties and/or disabilities and those for whom English is an additional language are included in the routines and daily life of the nursery. Children stay safe and secure while they are at nursery and make satisfactory progress in their learning and development. Most aspects of their welfare are promoted successfully. They benefit from a well-qualified and committed staff team who work well together to meet the children's needs.

What steps need to be taken to improve provision further?

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

- use systematic observations and assessments of each child's achievements, interests and learning styles to identify learning priorities and plan relevant and motivating experiences for each child
- obtain information from parents about who has legal contact with and parental responsibility for each child
- make sure that the facilities and procedures for children to wash and dry their hands throughout the nursery help prevent the spread of infection
- ensure that there is a balance of adult-led and freely-chosen activities delivered through outdoor as well as indoor play
- ensure key persons meet the needs of each child in their care, developing a genuine bond with the child and offering a settled, close relationship.

The leadership and management of the early years provision

Effective safeguarding procedures ensure that children are protected appropriately. For example, vetting procedures are sound and all staff have attended training and have a sound knowledge of nursery safeguarding procedures. Management is developing systems for monitoring and self-assessment which include all staff but these are not yet finalised and this greatly limits their effectiveness. The four recommendations raised at the last inspection have generally been addressed satisfactorily, although the planning and assessment systems in place are still not always being used effectively to meet individual learning needs and this recommendation has been repeated. The computer has been moved so that the cables are no longer a risk to children and more accessible storage systems have been purchased for the toddler unit which enables them to develop independence. Information has been given to parents regarding the new EYFS curriculum both in newsletters and at parents evenings which helps to improve their knowledge and understanding. This supports a good partnership with parents and carers and parents are very positive about the level of information made available to them.

All childcare staff hold an appropriate childcare qualification and they are encouraged to undertake regular training to keep up-to-date with new initiatives. Children are protected by the clear systems in place for recruitment, selection and induction of new staff. Staff practice is assessed during the appraisal procedure and training needs are identified. Staff demonstrate a sound knowledge of how children learn and they are keen to put into practice advice and information gained during training. The Registered Person plays an active role in the day-to-day running of the nursery and this support is valued by the manager. Advice is sought from other professionals such as advisory teachers from the local authority and staff work closely with the adjacent Children's Centre personnel. Good child to staff ratios are maintained in all areas which benefits children. However, care tasks are not performed consistently by key staff for each individual child and this inhibits their ability to form a genuine bond with the child and offer a settled, close relationship.

Written information provided for parents/carers is generally good as policies and procedures are clear and detailed. Required records are in place although information has not been obtained from parents about who has legal contact with and parental responsibility for each child. The range of toys, play materials and equipment throughout the nursery appropriately meet the needs of the children attending. Children are safe and secure because staff assess and limit risks on a daily basis. Risk assessments are detailed and clear and cover everything with which children come into contact.

The quality and standards of the early years provision

Children make satisfactory progress across all areas of learning and development. Staff are developing systems to record observations and complete assessment records but this information is not yet used appropriately to plan play opportunities to help children to take the next steps in their individual learning journey. Staff offer good levels of support to all children which ensures they are valued and included in the activities and daily routines. For example, staff make a positive effort to learn some words of the home language of a child for whom English is an additional

language. They work closely with parents to ensure the home language is valued and used around the setting. Information is shared with parents each day, both informally and in each child's daily diary sheet. Parents are encouraged to access their child's developmental records at any time and particularly at the twice yearly parents' evenings.

Personal, social and emotional development is a particular strength within the nursery and children in all areas are very confident with staff and visitors. They behave well and are learning through their daily activities and games to share and to take turns. Children thoroughly enjoy books and stories and will ask for favourite stories to be read. For example, a current favourite is 'The Shark in the Park' and they show great enjoyment in joining in with known phrases, asking for it to be read again and again. Older children are learning to recognise and in some cases write their own names. All children have daily opportunities to develop their large physical skills with the climbing frame, slide and wheeled toys in the outdoor area. Skills with smaller tools and equipment are practised as children experiment with a wide range of materials, including sand, play dough, plasticine, oats and rice crispies. Children are learning to count through action songs and rhymes as well as through activities such as measuring ingredients for baking and making salt dough.

Children learn about the wider and local community from the regular visitors to the nursery, for example, 'Jo Jingles' who comes in every week for a music and movement session. Children also attend activities in the Children's Centre such as the 'Hi Five' physical play session. Staff plan a wide range of activities for all ages within the nursery and although children play outside every day, this outdoor play is mainly limited to physical play and is not included in the planning. This limits children's experiences of the outdoor world and affects their learning and development.

Staff create a safe and welcoming environment and children are learning how to keep themselves safe and to care for others. For example, older children learn about the importance of walking quietly and carefully when they go through the baby rooms to access the outdoor area. However, staff do not consider the risk of cross-infection as children in the toddler unit do not have access to soap to wash their hands after using the toilet or before eating. Children's welfare is protected because staff have a clear understanding of child protection and implement policies appropriately.

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?	Good
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?	Good
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?	Good
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 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

Since the last inspection there have been no complaints made to Ofsted.

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.