

Woodlands Day Nursery

Inspection report for early years provision

Unique reference number	400105
Inspection date	29/05/2009
Inspector	Rachael Flesher
Setting address	111 Wetherby Road, Harrogate, North Yorkshire, HG2 7SH
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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 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 is a privately owned nursery, which was registered with the present owners in 2001. It is one of five childcare provisions run by the provider in the area. The nursery operates from a semi-detached house on the outskirts of Harrogate. The ground floor, first floor and annexe are used for the children, comprising of eight rooms. The third floor of the property is used for administration work and as a staff room. There is access to two enclosed outdoor play areas, one for babies and tweenies and another for pre-school aged children. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register to care for 54 children aged from birth to five years old. There are currently 90 children on roll, aged from six months to five years old. The nursery is in receipt of funding for the provision of free early education to children aged three years old and four years old and supports children with English as an additional language. Opening hours are from 07.30 until 18.00 five days a week, all year round with the exception of bank holidays.

There are nine full time staff, six part time staff and two supply staff who work with the children. Of these, 12 members of staff have an early years qualification and one member of staff is on a training programme. The nursery achieved the North Yorkshire Quality Assurance Scheme in 2005. Links are in place with local schools, Children's Centre and other settings where children also attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff are working hard to develop their systems to ensure they are effectively identifying and planning for the individual needs, interests and learning styles of all the children. The learning environment, including the staff, successfully supports every child to make progress in all aspects of their learning and development and fosters their well-being. Strong leadership and management ensures effective systems and partnerships are in place to promote children's safety and welfare. Self evaluation and quality improvement tools successfully ensures a cycle of continuous improvement, although processes do not always involve the whole team.

What steps need to be taken to improve provision further?

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

- continue to develop systems for observing, assessing and planning for children's individual interests, needs and learning styles to ensure play and learning opportunities are personally meaningful and motivating to them
- continue to develop self-evaluation systems to ensure all staff are meaningfully involved in reviewing all areas of practice and provision, identifying and planning for improvements and monitoring the impact of

- improvements made on the outcomes for children
- ensure childrens cultural backgrounds and home languages are fully promoted within the nursery

The leadership and management of the early years provision

The nursery has a warm and welcoming atmosphere with enthusiastic, approachable staff, who work well together as a team promoting children's welfare and learning. Records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, reviewed and shared with staff and parents. These ensure children are safeguarded, their needs met and generally well included. A robust recruitment and induction programme is in place to ensure new staff are fully informed and supported. All staff are aware of their roles and responsibilities, particularly regarding safeguarding. They receive feedback through appraisals and training and development needs are identified and provided for. The team work hard to develop strong partnerships with parents and other professionals. Highly effective information sharing systems are in place to ensure a regular two way flow of information and these are continuously reviewed and developed where necessary. This ensures key information is sought and provided and all concerned are effectively involved and fully informed of children's current needs, interests and progress in order to promote and support their welfare and learning.

The management team effectively communicates an ambitious vision, shared by all staff and strives for improvement to provide high quality childcare. Room leaders and managers meet regularly to review and reflect on current practice and provision, including any feedback from parents, staff and the local authority consultant and support officer. They set appropriate targets in the development plan and have begun to monitor the impact improvements are having on the outcomes for children. The Ofsted self-evaluation form is currently completed by the owner and manager and successfully identifies key strengths and most areas for development. However, current systems do not fully involve all staff in self-evaluation and quality improvement. Recommendations set at the last inspection have been successfully addressed to further promote the outcomes for children and the nursery demonstrates a good capacity to improve.

The quality and standards of the early years provision

The indoor and outdoor learning environment is well planned and utilised and staff and resources are appropriately deployed to ensure children's safety and well-being. A good balance of learning and development opportunities across the six areas of learning are provided through well resourced areas of provision to support children to make progress towards the early learning goals. Resources are stored so children can freely access them to lead and direct their own play and learning, thus promoting their independence. Staff have begun to use information from observations to enhance the provision by taking account of children's current interests and providing experiences that are personally meaningful and motivating to them. All staff have recently accessed training and are now developing their

systems for observing, assessing and planning the next steps for children's individual needs, interests and stages of development and recording their good progress towards the early learning goals. However, these systems are not fully developed.

Staff positively embrace the outdoor learning opportunities for babies and children of all ages and abilities. They have reduced their reliance on manufactured toys and equipment to encourage children to be more adventurous through exploration, investigation and taking safe risks. This in turn promotes their confidence, self esteem and independence. Babies crawl on the grass and explore resources under the willow dome. Toddlers investigate the sand and water, practice their developing walking skills and make marks with paint together on paper. Older children enjoy making marks with water and brushes on the patio and practice writing their names. Staff support and extend children's learning through effective interactions, dialogue and questioning. For example, a well considered adult-led activity encourages children to solve mathematical problems as they take large number cards and work as a team to place them in numerical order. They then decide to write the numbers themselves onto the patio using the chalks. Ample opportunities are provided for children to be physically active outdoors and to dig, climb and balance. Seating under a shaded tree provides space for social interaction or for children to rest and be quiet. Children grow their own produce, such as rhubarb, carrots and a herb garden, which significantly promotes their understanding of how to be healthy. Mealtimes are relaxed social occasions where children and staff sit together and enjoy each others company. An extremely healthy and well balanced menu includes a wide range of dishes to develop children's taste for different flavours and textures, whilst experiencing food traditional to other cultures. Good hygiene practices are fostered at all times.

Exceptional opportunities are provided for children to learn how to keep themselves and others safe, for example, through visits from the fire service and police. Regular outings supports children's understanding of road safety and behaving in a safe manner, for example, on the platform of the station when waiting to catch a train. Warm and caring staff effectively promote positive behaviour, ensuring children receive lots of praise, encouragement and affection. As a result, they are well behaved, have good manners and show a strong sense of security. Key persons ensure parents and children are appropriately supported, particularly during the settling in period. They gather and share information effectively to safeguard and promote the welfare of the children. Children are forming friendships and are learning to take turns, share and compromise. They are developing positive attitudes to diversity and difference, through resources and activities provided. However, children's cultural backgrounds and home languages are not effectively promoted to ensure they feel valued and included and are able to make connections in their learning with home.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
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?	2

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