

Woodlands Nursery

Inspection report for early years provision

Unique reference number

EY321149

Inspection date

29/06/2009

Inspector

Sue Anslow

Setting address

28 Ridgeway Road, Timperley, ALTRINCHAM, Cheshire,
WA15 7EY

Telephone number

0161 9039040

Email

woodlands@elmscot.co.uk

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 one of two nurseries and several out of school clubs owned by the same private providers. It opened in 2006 and operates from seven rooms in a large detached house in Timperley, Cheshire. Children have access to a large, safely enclosed garden. The nursery opens each weekday from 08.00 to 18.00, all year round. Children may attend for a variety of sessions.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 100 children aged from birth to under five years on roll. The nursery currently supports children with disabilities, children with learning difficulties and children who speak English as an additional language.

There are 15 members of staff, all of whom hold appropriate early years qualifications. Three members of staff are also qualified teachers and two have gained Early Years Professional Status. The nursery uses a permanent bank of supply staff to cover absences. The setting provides funded early education for three and four year olds and receives support from Trafford Sure Start Early Years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The excellent facilities, wide ranging resources and experienced staff team provide and maintain exceptional provision for all the children. Expert teaching ensures children learn and develop to the very best of their ability, and general welfare requirements are very well managed. The uniqueness of each child is valued and staff work hard to support their different ways of learning. Families are welcomed and services provided by the nursery reflect the needs and culture of the local community. Continuity is promoted through highly effective partnerships with parents and strong links with other local facilities. Self-evaluation at all levels reflects the rigorous monitoring and searching analysis of what the setting does well and areas for development. Actions are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing resources for parents to extend children's learning at home.

The leadership and management of the early years provision

Woodlands Day Nursery is managed extremely well by a qualified teacher and her team of well qualified and experienced childcare staff. Recruitment procedures are sound and rigorous checks are carried out to ensure the safety and well-being of the children and their families. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. Consultation and sharing ideas with each other ensures everyone feels 'ownership' of the practice within the setting and staff are clear about the aims and objectives of the nursery as a whole. Staff are encouraged to update their knowledge and skills and strive for higher qualifications as far as possible. There are currently three qualified teachers on the staff team and two members of staff have gained Early Years Professional Status. Systems for monitoring and evaluating children's learning and development are well established and regular reflective practices ensure the outcomes for children are optimised. The recommendations raised at the last inspection were acted on immediately and satisfactorily.

Appropriate policies and procedures are in place to keep children safe and secure within the setting. Children's safety is given high priority at all times, with risk assessments carried out on all areas and resources children come into contact with. Daily checklists are displayed in each room and the garden is checked carefully before children go outside. Staff are familiar with the safeguarding policy and are aware of the correct procedures should there be any concerns. All staff hold first aid certificates and any accidents or illnesses are managed very well. Appropriate steps are taken to promote and protect children's health, from the provision of freshly prepared meals and snacks to the exclusion of any infectious illness or condition. Children benefit tremendously from having a superb outside play area at the nursery, which they use daily to enhance their physical well-being. A supremely inclusive and welcoming service is provided at the nursery, with all children able to contribute to and participate in the many games and activities. Staff strive to engage with each child and their family and challenge any negative behaviour or discrimination. Adults identify children's individual needs as early as possible and, together with input from other agencies if appropriate, they ensure each child gets the support they need.

Partnership with parents is well established from the start, with emphasis on continuous communication at all times. Parents are given lots of information about the setting and there are many opportunities for discussions with staff. Information about the Early Years Foundation Stage (EYFS) framework is readily available and parents can discuss their child's development and progress with their key worker at any time. Staff encourage parents and carers to be involved in nursery life and contribute to the children's experiences by sharing their knowledge and expertise, for example, a keen gardener helps children plant vegetables and a qualified dietician gives advice on healthy menus. Parents have a good understanding of what their children are learning and how they can help them at home through comments sheets and parents evenings at the nursery, some with guest speakers. Children enjoy taking home 'travelling teddy' to join in with family events or

outings and staff are seeking further ways of helping parents extend their children's learning at home. Seeking the views of parents and carers is very important to nursery staff as it enables them to provide the best possible outcomes for all children attending. Close links with other agencies also ensure children learn consistently within the EYFS framework. Management liaise closely with Trafford Sure Start and participate in a number of local initiatives to improve early years practice in the area. With parents' permission, staff contact and visit the schools children will be moving on to and teachers are invited to visit children at the nursery. Multi agency meetings ensure everyone is working together consistently to provide optimum support for children.

The quality and standards of the early years provision

Children make excellent progress in their learning and development through the expertise of staff and the provision of superb facilities and resources. Children arrive excited and eager to experience the wide range of activities in all the rooms. They separate from their parents increasingly happily as their self confidence grows, and join up with friends to play in the sand or create a den at the top of the climbing frame. Children learn through play and the provision of meaningful real activities, for example, watching chicks hatch from eggs, mixing breakfast cereals into melted chocolate or sitting in a tray of cool water on a hot day, squeezing sponges into their mouths. Older children thoroughly enjoy the free-flow of activities between the inside and outside play areas. They can curl up on comfortable cushions to look at books or chase different sized balls down a series of drain pipes. All areas of their development are promoted to the highest level as they gain an understanding of the world around them and learn to respect each other and their surroundings. Behaviour is exemplary because children are busy and interested in everything that is going on. Staff are on hand to help, guide and ask appropriate questions, which enables children to work things out for themselves, for example, asking 'how can we attach the material to the railings to make our den?' and 'what sort of containers might make a good space rocket?'. Through staff's good role modelling and enthusiastic praise, children's self esteem is optimised and they are very proud to be chosen as a 'superstar' or have their achievements written out and hung on the special mentions tree.

Activities are planned week to week to meet the needs of individual children, identifying next steps and based on what children know, can do and understand. A rigorous system of observation and assessment means that staff can plan specifically for the needs of each individual child. Starting points are assessed on entry and next steps are identified for all children, ensuring appropriate experiences are provided which enable them to achieve and move forward. Children's involvement in the planning process is actively encouraged and they thoroughly enjoy planning the design for the wild garden and which plants will attract insects and butterflies. Continuous provision of familiar activities, both indoors and outdoors, is available for children to initiate their learning or practise what they have already learnt. Babies and young toddlers delight in scrambling up the wide carpeted steps or running down the gentle slope. They practise their pincer grip by picking out pieces of apple from bowls of set jelly, which will eventually lead to holding pencils and early mark making. Children with additional

needs are catered for extremely well through joint work between staff, parents and outside agencies, if appropriate. New children are helped to settle in gradually, with staff and parents working together to support the transition between home and the nursery. Staff know the children extremely well and tailor daily routines and activities accordingly. For example, opportunities for children to sit together and sing songs, read stories or discuss topics, are kept very short for the younger children with shorter concentration spans. Children are encouraged, but never forced, to join in with the more structured activities suggested by staff. Books, posters and displays excite and interest children to find out more about a topic, for example, Africa or space travel. They go outside into the garden in all weather conditions and happily stamp around in the mud in their wellingtons. They study insects through magnifying glasses, watch chicks hatching from eggs and learn about sitting on their gluteus maximus in the 'stretch and grow' sessions.

Children are closely supervised and their health and welfare are paramount at all times. Doors and gates are locked appropriately and visitors to the nursery are monitored. Children have a clear understanding of safety procedures and why these are needed. They practise evacuation procedures regularly and know how to climb up and down stairs safely. Healthy eating policies are followed as children enjoy meals and snacks with plenty of fresh fruit and vegetables. Drinks dispensers are available in each room for children to access throughout the day. Good hygiene procedures are practised and children learn the reasons for washing hands and brushing their teeth. Fresh air and exercise are promoted daily and children can rest or sleep comfortably if they are tired. The structure of the nursery and staff's relationships with the children and their families develop an environment of confidence, self esteem and a positive attitude to learning. This in turn contributes to producing well rounded individuals with high expectations of themselves, who work well together to make valuable contributions to society.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

