

Woodlands Day Nursery

Inspection report for early years provision

Unique reference number 141883
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Inspector Melanie Eastwell

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Woodlands Day Nursery has been registered since 1990 and is owned and run by Child Base Limited, who manage a chain of nurseries in the south of England. Woodlands is a purpose built nursery situated in Downs Barn, near the centre of Milton Keynes, Buckinghamshire. The children are cared for in separate age groups, each having their own designated areas. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.30 throughout the year.

The nursery is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. A maximum of 75 children may attend the nursery at any one time. There are currently 114 children aged from birth to under 5 years on roll, some in part-time places. The nursery currently supports children who have English as an additional language.

There are 32 members of staff, 16 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The setting provides funded early education to three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Exceptionally well developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with great success. Children are safe and secure at all times and enjoy the highly positive and sensitive interactions from the staff. Children make excellent progress, given their age, ability and starting points because the partnership working between the nursery staff and their parents is a key strength and this significantly contributes to ensuring that the needs of all children are very well met. The nursery has fully embraced the process of self-evaluation that includes the staff team, the children and their parents which ensures that the many areas of strength are celebrated and well targeted plans are in place for continued future development.

What steps need to be taken to improve provision further?

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

- developing further the systems for the deployment of staff during outside play to continue to enhance children's use and experience of the different areas in the garden.

The leadership and management of the early years provision

Children's welfare, care and development are given the utmost priority in this friendly and extremely well organised provision. The management and staff team are absolutely committed to providing a fully inclusive experience for all children and this commitment is underpinned by the robust company policies and procedures that actively support all the systems within the nursery. The requirements for safeguarding are fully in place and are monitored through rigorous risk assessments and clear procedures. All staff receive further training that includes safeguarding, fire training and first aid training that is regularly updated through the company's in house systems.

Children benefit greatly from the impressive partnerships between the staff and their parents. For example, the very successful parents forum is active. It has regular meetings to discuss any issues relevant to the nursery as a whole and any required action is taken to make changes to enhance everyone's experiences during their time in the setting. Parents are welcomed by the staff who get to know them well and offer support and guidance as requested. This develops strong partnerships where parents feel confident to be in the nursery because their views and opinions are valued. Parents have access at all times to their child's 'Learning Journey' file, they are invited to attend regular parents consultation meetings and to contribute to their child's record of achievement with information about activities they enjoy doing at home. The partnership working extends into the local community. The nursery staff and children enjoy becoming involved in local events and the staff develop links with schools to ensure that children experience a smooth transition when they leave the nursery.

Woodlands nursery has fully embraced the process of self-evaluation and has successfully incorporated reflective practice throughout. For example, children's and parent's views and opinions are sought and recorded in a display book. The management continue the process of acting on children's requests for different activities and resources, particularly for the outside play area. The whole staff team are involved in the self-evaluation process through completing forms for each nursery room. This develops a sense of ownership and value for the staff and ensures that the requirements of children of different ages are successfully incorporated into any adaptations made from the process. The management and staff team are dedicated to continually improve their practice which ensures that areas for further enhancement are clearly identified and well managed. For example, the way that staff are deployed in the outside play area is one aspect that has been identified for refinement to ensure that all children have the best opportunities for their learning and development when using the very well resourced and attractive garden.

The quality and standards of the early years provision

Children's confidence and progression is greatly enhanced through the high quality interactions they enjoy from the skilled key workers during child-initiated and adult-led activities. The staff enjoy becoming immersed in the children's play and

successfully manage a balance to ensure they promote language, confidence and curiosity while ensuring the child leads the play. Activities are successfully planned around the children's interests which promotes their learning in all areas. Children's progression in their learning is managed very well. Key workers record regular observations and seek information from parents about their achievements at home to ascertain their individual starting points and successfully build on these through monthly record sheets that include a number of observations gathered that include narrative records, samples of their work and photographs. These observation sheets have links to the six areas of learning and are used in conjunction with the company's own programme and the 'Practice Guidance' document to plan the next steps for learning for each child. The key workers plan the activities according to children's individual needs and ensure they reach a balance of recorded evidence across the six areas of learning to clearly show each child's progression during their time at the nursery.

All children in the nursery enjoy having access to high quality, imaginatively planned, beautifully presented and inclusive activities that are suitably challenging and individual to their learning requirements both inside and outside. The staff's interactions with children is exemplary. They are confident to sing and dance around with them. For example, a baby giggles with delight while supported by a member of staff to explore the sensation of sand on their hands. Toddlers become completely engaged in a painting activity through the skilled involvement of the staff when looking at the results they get from pressing a paint covered shape onto a sheet of paper. Pre-school children's imaginations are enriched through the key workers involvement and suggestions during a game on the slide and climbing frame which becomes a fire station. Children are equally able to play independently. For example, babies have space to crawl around and explore a range of resources including bottles filled with an interesting variety of items such as glitter and paint or lights projected onto the wall. Toddlers explore the different textures, smells of the herbs and sounds such as large wind chimes in the sensory garden. Pre-school children work collaboratively with wooden cars, organising them to run down sections of drain pipe. They watch and question why the cars always land upside down and try to reduce the drop at the end of the pipe to see if the cars land on their wheels. These activities demonstrate children's growing confidence to try out new experiences and their developing self-esteem that is nurtured and promoted by the staff team.

The outdoor area is particularly well resourced and imaginatively laid out, with children's learning creatively planned for. Children learn to use a range of tools with great skill, enthusiastically digging in the soil and using their imaginations by making a boat with large wooden blocks and 'sailing down the river'. They look over the side for fish and identify which colours the fish are by matching with brightly coloured ribbons attached to small plastic rings. They show increasing levels of attention and concentration as they look at books in the quiet area and complete observational drawings of the guinea pigs. The inclusive practice within the nursery is excellent. Each child has their individual needs met very well. The key workers make great efforts in getting to know them and their parents well which ensures that any specific needs can be successfully incorporated into the daily routine. Children have access to an abundance of resources that celebrate and value diversity and they begin to develop an understanding of the local

community and wider world through the celebration of different festivals and involvement in community events. Parents and grandparents are invited to regular 'stay and play' and 'stay and eat' sessions where they can spend time with their children enjoying a variety of activities or food. Staff also encourage parents to supply a range of family photographs that are made into a personal book for the child to look at and to share with their friends. These inclusive events and activities acknowledges and values everyone's contributions and develops children's sense of belonging and security in the nursery.

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

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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