

# Woodpecker Nursery

Inspection report for early years provision

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**Unique reference number**

EY314720

**Inspection date**

09/06/2009

**Inspector**

Kerry Iden

**Setting address**

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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).

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

Woodpecker Nursery is run by Woodpecker Woodfield Limited. It registered in 2005 and operates from 11 rooms on 2 floors of a large house which was formally used as a school boarding house. It is situated in rural surroundings close to Tangmere, West Sussex. The nursery is registered on the Early Years Register and the Compulsory and voluntary parts of the Childcare Register for a maximum of 104 children at any one time. The nursery is open each weekday from 07:45 until 17:45 all year except bank holidays and between Christmas and New Year. All children share access to a secure outdoor play area.

There are currently 96 children in the Early Years age group on roll. Of these, 39 children receive funding for nursery education. Children attend from a wide area. The nursery currently supports children with special educational needs and children who speak English as an additional language.

The nursery employs 16 staff working directly with children, 15 of the staff, including the managers, hold appropriate early years qualifications. One member of staff is working towards an appropriate early years qualification. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff are very accommodating to all children and their families to ensure children's individual needs are met. They know the children very well and ensure favourite activities are a regular part of each child's time within the setting. The staff within the nursery have shown that they have the ability to ensure continuous improvement as they have turned one of the recommendations raised at the last inspection into now being a strong area across the nursery. The setting offers an inclusive service where those children with English as an additional language and those with special educational needs are being supported.

## What steps need to be taken to improve provision further?

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

- improve systems to clearly show children's achievements in all aspects of each area of learning
- improve systems for sharing information with all parents and others involved in children's learning and development

## The leadership and management of the early years provision

The nursery is managed well by the two managers who have clear responsibilities and who are supported by the provider. The senior nursery nurses represent all

staff and children in each of the areas, securing the links to the management team. Management show trust in their staff teams to manage their own areas, this with regular meetings, discussions and more formally, appraisals, staff progress in their own development. The management ensure the correct staffing ratio's are in place with good staff deployment and high levels of qualified staff working across the nursery. They ensure procedures are in place and policies are currently under full review to ensure they fully reflect the requirements of the Early Years Foundation Stage.

All staff review the area that they are working in and take ownership of their rooms, they have more recently been involved in completing an evaluation process to contribute to the self-evaluation of the whole nursery. The management are keen to make improvements to the setting, this along with the commitment from staff to further enhance their training and knowledge ensures the staff are making continuous improvement to the services provided for children and their families.

Children are well protected because staff have a sound knowledge of child protection issues, recognise their role and responsibilities and know how to implement nursery and local safeguarding procedures. The recording of all staff, children and visitors to and from the nursery and the safe collection of children contribute to ensuring children are safeguarded from harm. A detailed policy is in place which informs parents of the setting's responsibilities for the protection of children.

The nursery provides a good level of written information for parents when they start in the setting and on going. Staff ensure they speak to each parent as they drop off and collect their children to discuss any care needs for the day. The contact between the staff in the downstairs rooms and the parents is very good, with the arrangement of the daily diaries to inform parents of information such as feeding and sleeping as well as information about activities they have been involved in. The links with parents around the sharing of children's development records is not fully robust and some parents are unaware of such records. The nursery has set up some links with other settings the children are attending but this is not yet fully used to its best. Staff are very accommodating to meet the individual needs of children and their families and show respect to any specific instructions received.

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

Children are learning and developing well in an environment that is busy, yet offers the children a relaxed atmosphere to play and learn as they make their own choices about their play. Upstairs in the Woodpeckers room the children have a free-flow arrangement to three rooms specifically set out for different types of play. Children are independent in their chosen area and move around these rooms with direction and purpose. They are confident and show a real ownership about their space in the nursery. The Dove's room offers the children the perfect transition from the younger age groups downstairs to the hustle and bustle of upstairs. The rooms on the ground floor offer babies and the younger children the chance to play in a safe environment with suitable equipment and toys for their

stage of learning. Here the interaction is especially good as staff work closely with the children, offer them affection and know the children well that they can identify individual tell-tale signs to meet their individual needs. Children display very high levels of confidence especially in the upstairs rooms, they separate from their parents with ease and settle to their chosen activities quickly. Friendships in this area are very evident with some very firm friendships in place. Children show kindness to each other and this is encouraged by the staff who promote positive attitude towards the management of children's behaviour. Children gather together at group times for discussion, they share their news with each other and some confidently talk in front of a large group, this has been particularly helpful in developing children's confidence in the Dove's room. All children are encouraged in their independence throughout the day as they prepare for outside play, tidy away toys and equipment and make decisions about their snacks.

Children's reading for pleasure is promoted throughout the nursery with all rooms giving children independent access to books. Staff also spend time with children either on a one-to-one basis when requested by the children or in group times as they share books. Staff sit on the floor and read to the children using good expression and animation, the children look at the pictures and try to predict what happens next. Children in the Woodpeckers share stories with each other as they imitate staff reading stories, they know to read from left to right and understand the structure of a story. These children are also involved in choosing stories to take home to share with their families using the same scheme as the local schools.

At the last inspection a recommendation was raised to improve children's access to creative media, this has been totally addressed in every area and has now become a significant strength within the nursery. All babies and children have regular access to creative activities from painting, bubble blowing and the particular favourite throughout the nursery is the shaving foam, where younger children make patterns in the foam, draw shapes and clap their hands to make it snow. The older children fill a tray in the garden and squelch it between their toes before chasing staff members with handfuls. Lots of the children's creative art work is displayed on the walls in their rooms and within their individual portfolio's with good explanations in place to detail the learning outcomes from different activities. As children play with other media such as sand and water they begin to understand about concepts such as dry and wet and full and empty as they fill buckets and containers and staff use effective questioning techniques to challenge the children's thinking. Other regular features to children's development of their creativity includes frequent music sessions with movement and dancing within individual rooms, musical instruments and the opportunity for attendance to the weekly dance lessons. The children also have the chance to attend French classes.

Children's physical development is fully promoted, all children have access to the nursery garden with an enclosed safe garden for the babies, here babies can pull themselves up and play on appropriate equipment for their stage of development. The recent changes have allowed children to have some access to indoor-outdoor flow. The nursery garden offers the older children a good learning environment where they are encouraged to build dens, plant flowers and vegetables, practise their balancing skills and access the large variety of play equipment that is well prepared by staff. The large tented area in the middle of the garden allows for

children to shelter from the sun and staff use this as a spontaneous opportunity to discuss with the children the effects of a windy day as they run underneath the tent as the wind lifts it up.

Children benefit from a rare opportunity of an on-site chef within the nursery, all meals are prepared on site and are freshly cooked every day. A hot meal is served to all the children at lunchtime with dietary requirements and feeding abilities considered. Good table manners and appropriate use of cutlery are promoted to the children giving them skills for the future. Breakfasts, teas and snacks are also provided by the nursery and the menu offers children a balance of healthy wholesome food.

All staff throughout the nursery have a sound knowledge of the Early Years Foundation Stage. They are helping the children make steady progress towards the early learning goals as they use effective questioning techniques to challenge children's thinking and provide them with opportunities and experiences that cover six areas of learning. Systems that are in place for the observations and the planning for individual children are not yet fully developed and robust although do demonstrate some good points such as the early assessment reviews to enable staff to have a clear understanding of children's starting points and the identification of next steps for children.

## 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

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

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| 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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## **Annex B: the Childcare Register**

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|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|