

Woodlands Nursery

Inspection report for early years provision

Unique reference number	108003
Inspection date	05/05/2009
Inspector	Aileen L King

Setting address	105 Chestnut Lane, Amersham, Buckinghamshire, HP6 6EF
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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

Woodlands Nursery is a privately owned provision. It registered in November 2000 and operates from a classroom in Chestnut Lane School, Amersham, Buckinghamshire. A maximum of 25 children may attend the nursery at any one time. It is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play garden. There are currently 32 children aged from two to under five years on roll. Of these 22 children receive funding for early education and are in the early years age group. There is before and after school care from 08.00 to 09.00 and from 15.00 to 18.00, for children who mostly attend the school on site. Strategies are in place to support children with learning difficulties and/or disabilities and also children who speak English as an additional language. The nursery employs eight staff. Seven of whom hold relevant early years qualifications; two at Level 4 and above, three at Level 3, two at Level 2 and one member of staff is working towards Level 3. The setting has links with the Early Years Foundation Stage (EYFS) in the primary school and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is disabled access across the site.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. It provides a good level of care for the children and meets their needs well. The children's best interests are very much at the heart of the very inclusive atmosphere, for example in promoting a wide range of languages that reflects the diversity of the children's backgrounds. The nursery has a good capacity to improve because of the good level of organisation and the very good team work amongst the staff, who feel very supported in the work they do.

What steps need to be taken to improve provision further?

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

- refine children's records to include an informative summary of their achievements
- develop a system to record observations for children who attend before and after school

The leadership and management of the early years provision

The nursery has completed a comprehensive self-evaluation of the provision. There is very good teamwork and a shared commitment to support the children's learning through play. Areas for development have been identified and to this end an action plan has already been devised. Developments in creating a free flow of activities, including good use of the outdoors and encouraging children to self-select from a wide range of tasks have had a positive impact. This ensures the

children's needs are met whilst promoting their interests and has successfully addressed one of the recommendations from the previous inspection.

There are now clear routines to ensure all children, taking into account their hours and days of attendance, participate in regular fire drills. There are policies and procedures in place to keep the children safe, visitors have to confirm their identity on arrival and there are regular checks made of the premises to identify if there are any potential hazards, and action is taken to address these. Careful note is made of the times of arrival and departure of all children. This includes those who attend before and after school, although there is no system in place at the moment to note observations of these children's involvement in activities. Parents are extremely happy with the setting and the resulting partnership with parents and carers is outstanding. There is very good involvement of parents in supporting the children's work about diversity of cultures.

The quality and standards of the early years provision

The quality of the early years provision is good. There is a good range of interesting activities which children thoroughly enjoy, as their enthusiasm indicates. Children are very sociable and confident. There is a good range of imaginative play activities, and their language development is encouraged well. Children's skills in personal development and working well together are nurtured in a welcoming environment. Activities are offered so the children can be active participants in the learning process. The staff have a good awareness of the children's different needs, especially in relation to their age and interests and they are sensitive to the particular needs of the very youngest children.

Routines are well established and these help the children feel settled and to thrive and develop in a relaxed atmosphere. For example 'welcome time' is very much part of the daily routines and there is reflection time on what has happened during the day before the children go home. Healthy snacks, for example of rice cakes and fruit are provided for all the children, including those who attend after school, which they relish and enjoy. Children's opinions are sought enabling them to make a very positive contribution. For instance, they vote on the things they would like to do and can choose which resources they need in their activities. The children come from a wide variety of backgrounds, which are acknowledged within the setting to promote and share learning and encourage respect. For example, during the inspection Japanese children's day 'Kodomo no hi' was being acknowledged and French was also offered as part of the morning's activities. The children's learning, including the good use of the outdoors, is recorded in comprehensive and detailed profiles of their involvement in activities and what they can do. This information is used well to plan the next challenging steps in their development with an individual approach to their learning. However, there is no summary of what the children have achieved to provide an overview for staff of children's learning within the EYFS.

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?	1
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?	2
How well are children helped to be healthy?	2
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?	2

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