

Woodlands Day Nursery

Inspection report for early years provision

Unique reference number 314768
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Inspector Rachael Flesher

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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 Day Nursery is a privately owned facility which operates from an independently sited building within hospital grounds. It serves staff from the hospital and the local community and is part of the For Under Fives Ltd chain of nurseries. It is situated on the outskirts of Goole, close to the M62 and local amenities. All children have access to a secure enclosed outdoor play area.

The nursery is open from 07.15 to 18.00, Monday to Friday for 52 weeks per year, closed only on bank holidays. It is registered on the Early Years Register and both parts of the Childcare Register to provide care for 48 children at any one time. There are currently 90 children in the early years age group on the roll who attend on a full-time and part-time basis. The nursery currently supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs 16 members of staff, the majority of whom have a level 3 or 4 early years qualification or are working towards such qualifications. The nursery is a member of a recognised day care association and receives support from the local authority. Links are in place with other provider where children also attend and local schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The manager effectively communicates an ambitious vision, shared by the whole team, who strive to achieve the best outcomes for children. All staff are committed to reflective practice and ensure they are continually improving through their effective self-evaluation systems used to identify and address areas for development. Strong leadership and management ensures effective systems and partnerships are in place for identifying and planning for the individual needs of all the children. As a result all children are generally well supported, making good progress and their welfare and safety promoted.

What steps need to be taken to improve provision further?

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

- ensure the settling in policy and procedure is implemented at all times to enable staff to effectively support all children new to the setting
- provide further opportunities for babies and younger children to have daily fresh air and free flow access to outdoor play.

The leadership and management of the early years provision

Effective recruitment and induction procedures are in place to ensure staff are suitable to work with children. Ongoing appraisals and continuous professional development opportunities are provided to all staff, with feedback from training cascaded to the team. Staff implement this in practice to further develop the provision and practice, which has a positive impact on the outcomes for children. All the documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, implemented, regularly reviewed and shared with parents. Highly effective systems are in place for multi-agency working and information sharing at all levels, to ensure all children have their needs identified early and are provided with appropriate support. This ensures children are safeguarded, included, their welfare promoted and their needs met. As a result, all children make good progress, and for some this is exceptional.

Clear procedures are in place for helping new children to settle, including gathering detailed information from parents before the children start. However, as times this procedure is not fully followed, due to the needs and time constraints of parents, which has an impact on enabling staff to support children appropriately. Parents are happy with the quality of the provision and the good progress their children are making. They feel fully informed and welcome, and find the staff friendly and approachable. Partnerships are in place with other provider where children also attend or are making the transition to in the near future, to ensure information is shared effectively to support their continuity of care, learning and welfare.

Effective systems are in place for ensuring continuous improvement through self-evaluation processes. The Ofsted self-evaluation form is used as an ongoing reflective tool to identify key strengths and areas for development. Staff, parents and children are meaningfully involved in the self-evaluation processes and areas for improvement are well targeted. Staff in each room review their practice and provision regularly, and the manager observes staff and provides appropriate feedback to further support improvements. Recommendations and actions previously set have successfully been met, which has had a positive impact on the outcomes for children.

The quality and standards of the early years provision

Staff have embraced the Early Years Foundation Stage with great enthusiasm and work extremely well together as a team, and with external agencies and parents, promoting children's welfare and learning. Good quality observations of children's interests, stages of development, individual needs and achievements are analysed and their next steps identified. This information is recorded so it can be shared with parents and others and to monitor and assess children's progress and plan accordingly. This ensures all children are offered an enjoyable and challenging experience across the six areas of learning, tailored to their individual needs and abilities. Staff also play alongside children and support and extend their learning through interactions and effective questioning. As a result, all children are making

good progress towards the early learning goals.

The learning environment is well planned and utilised and staff are generally well deployed to ensure children's safety and well-being. A good balance of adult-led and child-initiated learning and development opportunities across the six areas of learning are provided through the well resourced areas of provision. Children are encouraged to make their own choices and to lead and direct their play and learning. Resources are stored to ensure they are accessible to all and older children can free flow between the indoor and outdoor learning environment. Children of all ages have opportunities for mark making with paints, pencils and chalks and older children confidently practise their emerging writing skills. They solve problems independently as they complete jigsaws and sort shapes. They also enjoy exploring and investigating their surroundings, for example the sensory dark dens available in each room, sand and heuristic play resources.

Children are on the whole happy and settled, and participate eagerly and with enjoyment in a safe, welcoming and stimulating environment. Their good health and well-being is promoted as staff follow good hygiene practices to prevent the spread of infection and implement policies and procedures to ensure children are safe and their welfare promoted. Warm, caring relationships are established at all levels and children readily approach staff for cuddles and comfort. Children are forming friendships with their peers, and play cooperatively, taking turns and sharing. They are developing a good understanding and awareness of their local and wider community through the activities, experiences and resources provided, and are learning to value and respect those who are different from themselves. Children's independence is fostered well. They are given responsibility for small tasks such as wiping the tables and serving themselves at snack time from the healthy selection available. Mealtimes are relaxed social occasions where children and staff sit together and enjoy their healthy food and each others company.

Children are developing a good understanding of how to be healthy and keep themselves safe. Good opportunities for physical exercise, fresh air and outdoor play are provided, although not always on a daily basis for all children. They are growing their own produce, for example, tomatoes and beans, and recently had a visit from a dental nurse to learn about the importance of dental hygiene. Children understand the need to wear sun hats and sun cream when playing outdoors, and practise the evacuation procedure to ensure they understand what they would do in an emergency. They also use tools and equipment safely, for example using scissors and spreading butter on their toast with knives.

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?	2
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?	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

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