

Wooden Tops Day Nursery

Inspection report for early years provision

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Inspection date

06/11/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Wooden Tops Day Nursery opened in 2006 and operates from the new Children's Centre premises in Woodside which is a suburb of Telford. They use a self-contained area of the building comprising of five purpose-built rooms and an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 87 children at any one time and are currently caring for 106 children from babies to under five years old. Children can attend for a variety of sessions. The nursery is open on Monday to Friday all year round from 7.30am to 6.00pm.

The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are 23 members of staff working with the children 22 of which hold a recognised early years qualification. One member of staff is working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff work well together to ensure positive relationships are developed with the parents and their children. Staff also liaise with other providers of the Early Years Foundation Stage (EYFS). This promotes inclusion for all children on roll. The indoor and outdoor areas provide a good range of learning opportunities to extend children's development. There are systems in place to evaluate the setting. The systems ensure management, staff, parents and children are all fully included. The capacity to make further improvement is strong. Systems to ensure all children's initial starting points are fully identified is less effective.

What steps need to be taken to improve provision further?

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

- ensure parents are fully included in the identification of children's starting points across all areas of learning and development
- promote children's interest in technology, ensuring they have access to remote controlled toys.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. Staff work hard as a team to foster positive relationships with parents and their children and liaise closely with other providers of the Early Years Foundation Stage (EYFS) thereby ensuring inclusion for all children on roll. All staff ensure the safeguarding policies and

procedures are adhered to at all times. Risk assessment procedures include checking all areas, equipment, toys and outings involving the children. Children are safeguarded because all staff have undertaken child protection training and have a sound understanding of the procedures to be followed. All staff are suitably checked and vetted. The children feel safe because the staff foster positive relationships with them ensuring they feel secure and cared for.

The staff work well together to support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met thereby further ensuring inclusion for all children on roll. The self-evaluation systems of the provision are good. The systems outline the strengths and areas for further improvement and includes the management, staff, parents and children in the systems. The capacity to make further improvement on an ongoing basis is strong. Improvements made since the last inspection ensures children's welfare is well maintained.

The partnerships with parents is good. Parents have access to their child's learning and development files at all times which provides parents with information about their child's ongoing developmental progression. However, parents are not fully included in the identification of their child's starting points across all areas of their learning and development. The parents have free access to the setting's policies and procedures at all times.

The quality and standards of the early years provision and outcomes for children

Children are beginning to recognise the importance of adopting a healthy lifestyle and those things that contribute to this. They enjoy helping around the nursery including wiping down the tables before snack times. Children know to wash their hands before they eat and after visiting the toilet. They enjoy a varied diet which includes meat, fish, pasta, vegetables and lots of fruit. The dental nurse visits the nursery to talk to the children about caring for their teeth. Children enjoy daily fresh air in the outdoor areas where they can use various equipment to extend their physical skills. This includes riding trikes, using the climb and balance equipment and running around in the fresh air. The children are beginning to learn about keeping themselves safe. They are involved in the fire evacuation procedures of the setting and they enjoy visitors such as the community police and the fire service who come into the nursery to talk to them about personal safety. The staff also promote a good awareness of personal safety as they read stories and provide various activities about road safety for the children. They also provide computer programmes which encourages the children to think about various hazards around road safety.

The children find out about their environment, identifying features and noticing the natural world. They enjoy growing cress and beans watching them grow and change over time, comparing how tall they become. They also look at the life span of the frog and also watch as chrysalis grow and change into butterflies, eventually setting them free into the environment. Children take the magnifying glass out into

the play areas looking for spiders and snails. The staff talk to the children about their pets, what they eat and how to care for them. Outings to places of interest includes regular walks to take items to the recycling containers, thereby fostering children's skills for the future. The children talk about the importance of recycling as part of their activities and themes thereby fostering their skills for the future. Visits also include outings to the local care home where the children interact with the residents and dress up for them at Halloween.

The staff provide a broad range of activities for children to encourage their creative development. For example, children explore colour, texture, shape and form in two and three dimensions which includes painting pictures, mixing paints with their hands and gluing and sticking using glitter and scrap. Younger children enjoy pushing their hands through gloop and shaving foam and exploring bowls of baked beans and spaghetti. Babies, toddlers and older more able children all enjoy looking at books in a comfortable environment where they can help themselves, sit with their peers and the adults and look at stories and reference books together.

The children say and use numbers in familiar contexts and they count and recognise numbers. They count the tyres as they play in the outdoor play areas with some children counting backwards from 10. The children also count the girls and boys during circle time. They measure and weigh out ingredients for baking and use a range of resources that encourages matching skills. Children's interest in information communication and technology is also fostered well to extend their skills in problem solving as they look at shape, colour and sequencing using various programmes. Older more able children's interest in technology may possibly be compromised because they do not have free access to remote controlled toys during child-initiated play times.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy having visitors such as the Chinese lady that visits to tell them stories, talk to them using the Chinese language and discusses the Chinese way of life with them. The staff use various resources borrowed from the local Multicultural Centre to encourage children's interest in various cultures. Children wear dressing up clothes, play with small world people depicting various cultures and various disabilities. The children are beginning to explore various festivals around the calendar year through activities, discussions and art and craft activities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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