

Woodland House Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Woodland House Nursery was registered in 2009 and operates from a converted Victorian property leased from the United Bristol Hospitals Foundation Trust (UBHFT). It is situated in the Clifton area of Bristol, close to the University. Children come from a wide geographical area as parents travel to Bristol to work. Playrooms are located on the first floor. There is no lift available and these are accessed through the nursery via the main entrance to the rear or an exterior metal staircase from the enclosed outdoor play area.

The nursery is registered on the Early Years Register and a maximum of 45 children may attend at any one time. The nursery is open each weekday from 7.00 am until 6.00 pm for 51 weeks of the year. There are currently 41 children on roll who attend. The nursery offers support to children who have special educational needs and/or disabilities and for whom English is an additional language. The nursery employs 11 staff, of whom eight hold an appropriate early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively. Staff overall have a satisfactory knowledge of how they promote children's learning and development and children make sound progress; systems of assessment are not sufficiently well developed. Effective partnerships with parents ensure continuity in children's care, however the dialogue with parents when children first start and on an ongoing basis is not yet sufficiently focussed on children's learning and development. Highly effective self-evaluation systems that includes parents and others and a strong commitment to continuous improvement ensures that the outcomes for children are good.

What steps need to be taken to improve provision further?

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

- develop assessment arrangements to ensure starting points and capabilities are clear as to what children know and do
- develop further the use of observation and assessment to clearly identify children's development so as to plan effectively for their next steps in learning
- develop further links with parents to ensure a two-way flow of information about children's learning and development

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery, gained through effective induction and ongoing training opportunities. Appropriate arrangements ensure all adults working with children have undergone appropriate vetting procedures. Frequent and thorough risk assessments of all aspects of the provision and well considered policies such as, staff access to personal photographic equipment and security of the main door ensure children are cared for in a safe and secure environment. Good documentation is in place to safeguard children and all required records are well maintained and shared with parents. Consequently, children's well-being is effectively safeguarded. Ongoing review of the nursery environment by staff and management ensures children of all ages easily access an interesting range of good quality, well organised toys and resources that support their play and learning, both inside and outside.

The management team of the recently opened nursery have introduced and implemented a rigorous and highly effective system of monitoring and self-evaluation that includes the views of staff and parents. Consequently, this provides an accurate assessment of strengths and areas for development. Future actions identified and taken are realistic, well chosen and carefully planned and as a result, the outcomes for children are good. For example, all staff participate in team meetings where a different policy is reviewed each month. Additional training such as, the safeguarding of children consolidates staff's understanding. Identified gaps in staff knowledge with regard to the assessment of children's development and planning for their progress is supported by experienced and skilled mentors from the sister nursery, in conjunction with internal and external training. Extensive plans are in place to develop the outside play space so as to offer a wider range of experiences that excite children and promote the curriculum. The management team work closely with external advisors such as, the local authority and community support groups to develop their practice further. They clearly demonstrate a strong commitment to their continuous improvement. The owner of the nursery has a clear vision for the future and alongside her management team has high expectations of the staff and what can be achieved to ensure the best possible outcomes for children.

Positive partnerships are established with parents and children's individual needs clearly identified and supported well. Parents speak highly of the nursery, value their flexible approach to the care of their children and feel welcomed for example, when sharing the feeding of their baby. Parents are well informed of the nursery's working practices through clear written documentation, daily records for babies and toddlers, inviting displays of children's involvement in activities through a digital photo frame and active learning boards in each room, open evenings and daily discussion about children's welfare, activities and achievements. This exchange of information however, is not yet sufficiently focused on individual children's learning and development when they first start or on an ongoing basis. The nursery is fully aware of its responsibility to make links with other early years providers that children attend. At the present time no child attends such provision.

Systems however, are in place to gather this information so as to ensure they establish links and work in partnership with other providers so as to bring about continuity in their care, learning and development.

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

Children are supported well by staff when settling into the nursery. Close working with parents ensures that routines for babies and young children are consistent with home and parental wishes respected. Children of all ages form strong attachments to staff, are at ease and secure within the nursery. Children overall make satisfactory progress because staff have a sound understanding of how children learn and develop through activities and resources that reflect their interests and backgrounds. Staff regularly observe what children know and do and appropriately link this to the areas of learning. Some staff are starting to identify children's next steps in development, however most staff are unclear as to how they use this assessment to accurately identify and reflect children's next steps when planning activities. All children participate in activities that interest them. Toddlers and babies are intrigued by bubbles and a parachute. They reach up and jump to catch the bubbles by clapping their hands together. They giggle with delight as they crawl, and run under and over the parachute. Young babies enjoy activities that provide a varied range of sensory experiences, such as treasure baskets offering natural and textured objects and materials and sensory bottles that sparkle or rattle. Staff understand the value of these experiences but are not focused on the individual next steps for each child. Staff take account of parent's comments and in conjunction with their own observations offer resources and activities that reflect children's interests. Staff's understanding of how to develop children's play is supported through the modelling of good practice and guidance by an experienced mentor. For example, children are interested in vehicles, these are introduced when exploring shapes submerged in shaving foam. Staff encourage children's shape recognition through investigation. Children introduce vehicles and start to make track marks in the foam, then start to wash their own vehicles, having washed their own hands. Children's interest is developed by introducing vehicles and paint, again they make tracks on a large piece of paper. Children choose to explore the paint further, by using their hands, they are intrigued by the feel, watch how it drips and start to observe how it changes colour when mixed together. Children's interest is further developed when playing outside. Staff set out lengthy sheets of paper on the ground next to large splodges of paint and child-sized vehicles and buckets of water. Children are excited by washing the car, they play cooperatively together and take turns to use a wide variety of brushes, sponges and containers to wash it down, whilst others ride on trikes or balance on scooters to make tracks on the paper. Other children choose to make marks when walking with their Wellington boots or use brushes and their hands.

Clear guidance and reminders by staff helps children from an early age develop an awareness of their own safety when negotiating the steps within the nursery and the stairs to the outside play area. Local walks and crossing roads when visiting the museum, station and shops, alongside regular practice of the evacuation

procedures and clear instructions set at child height in symbolic format, further promotes their understanding of how to keep themselves safe. Children develop a good awareness of healthy lifestyles through nutritious, freshly prepared snacks and meals that are locally sourced and organically grown. Children access fresh water throughout the day from individually labelled cups set at child height in each room. Children's awareness of their own bodies is promoted through regular 'Stretch and grow' sessions. Children's differing cultural backgrounds are reflected in the nursery through activities that promote an awareness of the differences between people. For example where they live, due to geography by use of a globe; comparison of temperature, through activities focused on hot and cold and the effects of this on peoples lives; and differences in clothing and language. Staff encourage parents to share significant aspects of their own child's cultural heritage so that it can be celebrated within the nursery. Staff gain significant words, use dual language books and reflect different scripts in displays such as Chinese numbers. Cards with symbols and their own and English words help children for whom English is a second language become familiar with routines and communicate their needs; thus helping them develop skills for the future.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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