

# Woodlands Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY235804

**Inspection date**

14/01/2010

**Inspector**

Patricia King

**Setting address**

1 Park Road, Birstall, Leicester, Leicestershire, LE4 3AX

**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Woodlands Day Nursery opened in 2002. It operates over two floors within a converted residential property in Birstall, Leicestershire. All children share access to a secure enclosed outdoor play area. It is privately owned.

The setting is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. A maximum of 73 children in the early years age range may attend at any one time of whom 30 may be under two years and there are currently 120 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery opens Monday to Friday 8.00 am until 6.00 pm for 50 weeks of the year. The nursery employs members of 17 staff all of whom hold appropriate early years qualifications. The nursery receives support from a mentor/teacher from the Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate understanding of how to use of these effectively. The environment and daily routines are organised to provide innovative and challenging opportunities for children to make excellent progress in their learning and development in relation to their starting points and capabilities. Staff take great care to establish all available information about each child's individual care, learning and development needs which means they become settled, happy, confident learners. Children are safe and secure at all times and have interesting opportunities to learn about their local area and the world around them. Excellent partnership with parents, local schools and other agencies are established to ensure that that all children are fully provided for and they get any additional support they need. Efficient systems to monitor and evaluate the setting's performance are in place to secure a capacity for ongoing development.

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

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

- draw upon existing systems of self-evaluation to maintain efficient assessment of performance and sustain ongoing improvement.

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment and vetting systems ensure that all adults working with children are suitable to do so and a commitment to training and development informs and promotes up to date practice. A comprehensive and detailed range of operational policies and procedures is in place and regularly reviewed. Staff demonstrate sound understanding of these documents, how to use them effectively to safeguard children and describe clearly how to take appropriate action to report any concerns they have. The provider and manager are well qualified, experienced and have a positive vision which has enabled this setting to establish a quality service to children and their parents to meet their individual needs. They employ a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make excellent progress in their learning. All staff enthusiastically strive to receive the practitioner of the month award.

Excellent communications and information to parents ensures they have clear understanding of the operational and regulatory responsibilities of the setting and the services provided to children and their families. For example, the Woodlands Parents Alliance provides a forum for volunteer parent representatives to contribute effectively to the evaluation and development of the nursery's performance. Parents feedback their total satisfaction with praise for the individual services they and their children receive and how this setting successfully makes all children and their families feel special and valued. Excellent systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language make good progress. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time in the setting.

The provider has created a vibrant, exciting, challenging environment where children enjoy innovative planned and spontaneous opportunities to learn through their play and experiences. The routines and resources are arranged effectively to offer stimulating play and learning opportunities within easy reach to promote independent choice and child led activities. A well resourced secure outside play area entices children to learn and develop in the fresh air. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. All recommendations made at the previous inspection have been improved. Reflective, ongoing self-evaluation by the provider and manager ensures that priorities for future development are clearly identified and action planned to secure and drive improvement.

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

Staff spend time getting to know each child, their likes, dislikes and preferences which means children distressed by separation are comforted and soothed by familiar and favourite toys and activities. Consequently, children soon develop a

sense of belonging and enter the nursery with anticipation and enthusiasm eager to explore and take part in the extensive range of innovative and stimulating opportunities offered to them each day. Careful attention is paid to keep up to date with details of children's interests and significant events in their lives. This information is used efficiently by key persons when planning for individual children to ensure that every child is offered targeted and relevant opportunities to extend their learning. Robust systems are in place to observe, check, secure and record children's learning which means that planning is effectively informed to identify next steps.

The indoor and outdoor environments abound with planned and spontaneous opportunities and activities to promote learning across all areas of the curriculum and all children have access to these within the daily routines. Regular outings promote children's understanding of their community and the world around them. For example, they regularly visit the local library and have established links with local the local church and community services such as the police and fire services. Maximum benefit is gained by all children from the extensive use of the outside area to play, learn and exercise. For example, children grow their own crops, care for the wildlife and small animals and search for signs of growth, changes and habitats within the natural environment. Physical equipment and tools are used with increasing confidence and skill. All ages enjoy spontaneous opportunities such as snow to explore and experiment with their play. Staff use such events creatively to extend children's learning, for example, they took snow and ice indoors to observe the changes taking place and talked about what to wear and how to keep safe in the wintry conditions.

Staff nurture and encourage younger ones to extend their skills and learning at every opportunity. For example, the staff member ensured the children benefited fully as they made the corn flour gloop by asking excellent open questions, promoting discussion, employing numeracy and counting, encouraging cooperation and sharing and praising their efforts and achievements. Babies are supported and challenged in their play as staff skilfully place tempting toys to promote movement and balance. Beaming smiles signal that babies understand and appreciate the individual praise and encouragement they receive to spur them onto success.

Staff offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. They demonstrate excellent role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines such as taking turns, sharing and having careful regard for others. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices. Mark making and problem solving activities abound throughout this nursery and staff make good use of spontaneous opportunities to promote children's learning. For example, they routinely count when lining up or preparing for a snack.

Children are confident choose activities independently, seek support, or request a favourite story which they enjoy sharing and adding their own contributions. For

example, they enthusiastically joined in the telling of the three Billy Goats Gruff and used their knowledge and imagination to create their own interpretation of a snowy, outdoor Bear Hunt. The setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. This means children have positive and enthusiastic attitudes towards learning and make excellent progress according to their starting points and capabilities.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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