

# Woodlands Park Pre-School Nursery

Inspection report for early years provision

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**Unique reference number**

509350

**Inspection date**

04/02/2010

**Inspector**

Bernadina Lavery

**Setting address**

Woodlands Park Hall, Woodlands Park Road, Birmingham,  
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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**

Woodlands Park Pre-school Nursery opened over 40 years ago. It has been known by its current name since 2003, when it left the auspices of the Pre-School Learning Alliance and became a co-operative. The nursery operates from the community hall, in Bournville, Birmingham. Access is via low step at the entrance. The nursery opens five days a week during term time only. Children can attend for a variety of sessions. Sessions are from 9.15am until 3.15pm everyday except Wednesday when a Parent and Toddler session is provided during the afternoon session.

The nursery is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children under eight years may attend the provision at any one time. There are currently 52 children on roll, all of whom are within the early years age group. The setting employs six practitioners who work with children, all of whom hold appropriate early years qualifications. The setting receives support from a the Early Years Development team. The setting is also a member of the Pre-school Learning Alliance.

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

Overall the quality of the provision is outstanding.

This is a special nursery where children are enthusiastic, highly motivated learners who make excellent progress with the Early years Foundation Stage (EYFS). All children and their families are welcomed into this well established setting and excellent provision is made for children to share their cultures and individuality. Collaborative working within the local community is a major strength of this nursery. Excellent team work and focussed leadership is exceptionally successful in inspiring practitioners and ensuring future plans and the capacity for sustained improvement being outstanding.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the learning environment to enrich opportunities for children to recognise the value of other communication methods, such as Braille and Makaton
- reviewing all hand washing arrangements to meet hygiene requirements.

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

Children are fully safeguarded because practitioners are confident in recognising the signs of abuse, reporting child protection concerns or allegations. Safeguarding systems are updated to reflect new initiatives. For example, the nursery have introduced a mobile phone and internet safety policy to help safeguard children. Rigorous recruitment and vetting procedures are in place including detailed application packs and provision for checking Criminal Records Bureau checks. Children's safety is a priority and practitioners are very vigilant. Effective control measures and detailed risk assessments minimise hazards to children. Inclusion underpins every aspect of this nursery because practitioners have an exceptional knowledge of each child's backgrounds and needs. Practitioners are confident in ensuring early intervention is sought for children who need extra support. Practitioners can very ably support high achieving children in consolidating and extending their learning.

Organisation of equipment and resources is excellent as the room is set up daily to cover all areas of learning; consequently children direct their own play. Practitioners understand the differences in how girls and boys play and organise activities accordingly. Children are encouraged to use recyclable and sustainable resources. The nursery operates from a shared building so restrictions are in place regarding displays and the room has to be cleared away at the end of every session. Despite this, practitioners ensure children experience many fun, learning opportunities in a welcoming environment. Involvement from parents and carers is highly valued by all practitioners and excellent, working relationships are cultivated. Excellent, detailed policies, procedures and information is provided. Settling-in procedures are individualised to accommodate children and parent's needs or anxieties.

Partnerships within the local community are outstanding because the nursery welcomes input from professionals, including the Community Police Officer, a Drama teacher and the local Librarian. Excellent links with local schools ensure children move on to the next stage of their education with confidence. For example, the nursery take children on introductory visits to meet their prospective teachers and practitioners negotiate with individual schools regarding what information they require prior to children transferring. Excellent team work and focussed leadership is exceptionally successful in inspiring practitioners. Practitioners are fully committed to ongoing improvement and use a quality framework to evaluate practice. All opinions are sought, for example, children can use digital cameras to photograph their favourite toys and parents comments are sought through questionnaires.

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

Children make excellent progress because practitioners have a wealth of experience and an excellent understanding of how young children learn and

develop. Practitioners have embraced the EYFS framework with enthusiasm and consequently innovative and inspirational teaching motivates children. Children enjoy variety and challenge in all activities, show high levels of independence, imagination and concentration. Planning and assessment systems are very detailed and are constantly reviewed and refined to ensure children's progress is clear and any additional support identified. Children's achievements are clearly recorded in a 'learning journey' that includes photographs and examples of children participation in activities. Information about children's progress is shared with parents and carers on a daily basis or formally at review meetings. Parents and carers speak very highly of the setting, impressed by the enthusiastic response from their children, the dedication of the practitioners and the level of information they receive. Excellent attention is given to ensuring children are valuing differences and for children to share their cultures and individuality. Children have many good opportunities to make a positive contribution in the nursery by establishing strong meaningful friendships and playing with resources that reflect diversity. Although further resources, such as 'Braille' or 'Makaton' would enhance further children's understanding of different communication methods within society.

Children's behaviour is excellent, they are confident, courteous and very sociable with each other and adults. Children arrive very enthusiastically, finding their name badges and saying goodbye to their families with ease. Problem solving and number activities are excellent as children construct with plastic interlocking shapes, making a complex space station. Children confidently complete large jigsaw puzzles talking about finding straight edges and corner pieces. Children enjoy playing dominoes and confidently count and match the spots, talking about five and five making ten. Children have excellent opportunities to develop their mark making skills as they help themselves to pens and paper, drawing detailed pictures and then attempt to write their names on their work. Children are developing a love of books and stories as they can borrow books to take home and listen with fascination during story time. Children show great skill and confidence with technology, such as the computer or story headphones, showing practitioners how to change settings. Children enjoy opportunities to be creative as they paint with sponge rollers and tooth brushes, delighted with the patterns created. Overall, children have excellent opportunities to develop skills for the future, particularly in problem solving, number and language skills.

Excellent attention is given to promoting children's welfare because detailed systems are in place, covering all aspects of children's care including accident and medication recording. For example, children wear a sticker so that parents and carers know they need to sign the accident book before children leave the nursery. Practitioners ensure they keep their first aid training up-to-date. Record cards include information about allergies, contact numbers and consents for medical treatment. Newsletters are used effectively to remind parents about the nursery policy on excluding sick children. Children have good opportunities to gain an understanding about healthy lifestyles as children can access drinking water easily and healthy snacks are provided, such as kiwi fruit and grapes. Children are encouraged to wash their hands before snacks and meals in the main bathroom with liquid soap. However, sometimes children wash their hands in a communal water bowl in the main play room after art activities, which is inconsistent in promoting good hygiene practice for children. Mealtimes are a very sociable

occasion and practitioners sit with children and clearly enjoy lively conversations. Children are beginning to take personal responsibility for their safety because they practise regular fire drills and are reminded not to run whilst in the setting. Children have excellent opportunities to develop their physical skills. For example, children can borrow a sports bag and record in a diary how they use the equipment. Children have daily opportunities for fresh air and exercise as they play outside with equipment including balls, hoops and a trampoline. Children skilfully throw and catch balls and pretend to play rugby. Children enjoy outings within the local community to places, such as Cadbury World, nature walks and trips along the local train line. Bird watching is encouraged outdoors and children can name different types of birds that visit the garden to eat bird cake made by children.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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