

Woodland Nursery

Inspection report for early years provision

Unique reference number	EY392964
Inspection date	02/02/2010
Inspector	Lucy Showell

Setting address	Jaguar Landrover, Gaydon, Warwickshire, CV35 0RR
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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

Woodland Day Nursery is one of many national nurseries run by Bright Horizons Family Solutions Limited. It opened under this registration in 2009. The nursery operates from a purpose built building on the Jaguar Land Rover site near Gaydon, Warwickshire and is for the exclusive use of the employees working on the site. The nursery is open each weekday from 7.00 am to 6.30 pm for 51 weeks of the year excluding public holidays. All children have access to an outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 82 children may attend at any one time and there are currently 88 children aged from birth to under five years on roll. The nursery has procedures to support children with special educational needs and/or disabilities, and who speak English as an additional language.

There are 21 members of child care staff who work directly with the children. Of these, one has gained Early Years Professional Status and Qualified Teacher Status, the manager is in her third year of a degree course and two other members of staff are in their first year. There are 17 qualified staff members and two more are currently 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 outstanding.

Woodland Day Nursery is, even in its infancy, a truly inspiring provision where the dynamic staff team celebrate the uniqueness of each child in attendance. All children flourish with the support, care and dedication demonstrated by each member of staff and the highly valued relationships with parents and others ensures individual needs are superbly met. Staff have substantial knowledge and understanding of the Early Years Foundation Stage (EYFS) and the welfare requirements ensuring high quality is meticulously maintained. Their proficient and accurate systems of monitoring and assessment show considerable capacity for continuous improvement. Innovative and adaptable ideas implemented by the staff, following proactive identification of further improvements, enables the setting to accomplish the outstanding quality that they continually strive for.

What steps need to be taken to improve provision further?

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

- enhance children's sense of belonging and self-esteem through developing the displays of their own work.

The effectiveness of leadership and management of the early years provision

Staff's comprehensive understanding of child protection procedures and their accurate knowledge of reporting concerns and dealing with allegations if they occur, ensure all children are effectively safeguarded. This is supported by the extensive documentation in place, clear systems and staff's valuable assurance developed through specific and advanced training. Children are very aware of their own and others safety. For example, they use the workbench with confidence as they hammer nails into blocks of wood and use steps with precision as they reach up to select resources from accessible units. Children are significantly well-behaved and actively involved in looking after their surroundings through automatically tidying up within sessions. The setting maintains comprehensive policies, procedures and records to support the safe and effective management of the provision. For example, extensive risk assessments are carried out and recorded effectively, daily records are accurately maintained and all policies and procedures are read and agreed as part of a regular review process within staff meetings. Highly robust recruitment and vetting procedures such as the detailed checks carried out and an excellent approach to induction, including a supportive 'buddy' scheme, ensure children are cared for by the most suitable adults. The valuable staff supervision and appraisal systems encourage continued professional development and support the unquestionable motivation of an enthusiastic and appreciated staff team.

There is an inspired vision with high aspirations shared by the whole nursery which is clearly formed from the continuous opinions of children, parents and staff. The constructive methods of self-evaluation and intricate action plans have been drawn together from a range of quality improvement tools such as the Early Childhood Environmental Rating Scales (ECERS) and their own organisation's quality auditing processes. The extensive use of these innovative resources have enabled the valued opinions of staff, parents, management personnel and advisory professionals to be listened to and acted upon. Varied questionnaires inviting honest views and comments at significant moments throughout nursery life, in various formats, including online accessibility and hardcopy, are completed and the responses acted upon in practice before sharing the outcomes verbally, within newsletters and on notice boards in a confidential manner. The new, durable and high quality equipment, innovative resources, such as many natural and handmade objects and use of local and organisational funding ensures the much loved provision is clearly sustainable.

There is considerable importance shown to the nursery's relationships with the parents. All families are clearly involved and well-informed and very comfortable within the setting. They are often invited to read and play with the children, share their expertise at purposeful sessions, express views at the parents' forum, or to participate in many cultural festivities and special events throughout the year. The nursery is highly committed to providing a fully inclusive provision and go over and above to ensure that all children's needs are met. Children with special educational needs and/or disabilities are fully involved, as staff seek advice, support and

welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment.

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

All children thrive in this delightful and child-centred environment. The spacious, bright and welcoming areas are incredibly well-used to provide a resourceful balance of adult-led, freely chosen and child-led activities. Each base area is imaginatively organised, allowing children to explore and investigate the rich and wide ranging experiences on offer, and providing successfully for their care needs. In the under two's area the well-planned layout ensures that feeds can be prepared and sterile dummies easily accessed in the milk kitchen, whilst the nappy changing zones are hygienic and open access means that nappies are changed in the familiar environment of the base room as and when needed. The babies enjoy cuddles on comfy sofas, crawling and climbing across low level equipment and investigating a variety of sensory resources, such as water, sand, shredded paper and glupe. They are captivated as they explore the treasures from the heuristic play baskets selecting favourite items from the sparkly, colourful and textured fabric strips, or the boxes and cartons made from man-made or natural materials which are readily available. Their overall learning and development is extensively promoted by the caring and motivated staff who create opportunities for children to increase their independence and skills. For example, a wide range of colourful and exciting activity centres, bead frames and sensory bottles are placed around at different heights to encourage babies to reach up, crawl or walk to, or pull themselves to standing.

Staff skilfully interact with the older children, extending discussions and challenging the children with realistic aims across the six areas of learning and development. Children's independence skills are excellent, and they show an impressive level of responsibility for their age in the way they behave towards each other and work in harmony. For example, at meal times they lay the tables, ensure all children with special dietary needs are sitting in their designated spaces according to their name card and serve their own meals before clearing away the plates when they are finished. There is a true sense of belonging, as the children immerse themselves in their surroundings with confidence and self-select from the wonderful array of resources on offer. However, there are only a few examples of children's own creations in their learning journals and displayed on the walls which may affect their self-esteem. Staff have clear and considered knowledge of individual children which is informed by cherished information from parents, valuable systematic and spontaneous observations and assessments and is used efficiently to plan for their next steps for future learning. Planning is very flexible and opportunities and experiences are organised and adapted to reflect children's interests and abilities. The children are very involved in the planning of activities, offering ideas, extending play to their own agendas and are highly confident when expressing their opinions to staff. For example, children explained to staff that they did not like the layout of the book area; consequently children now sit on the large sofas in the welcome area so that they can cuddle up comfortably at story time which they much prefer. Children receive plenty of praise and encouragement for

their efforts and achievements and clearly enjoy the opportunities to explore at their own pace. They thoroughly enjoy making play dough, watched closely by staff who are ready to intervene if necessary, mixing the flour and water on the table and adding a variety of coloured paints as they wish. Children walk freely from one activity to another, taking items with them to extend their play. For example, the 'chef' made dinner in the kitchen and carried the 'meals' across the room to many of his friends who were busy building wooden block fences so that the animals were safe in the farm.

Outside opportunities are provided in a beautifully landscaped garden. Each base room has doors that are opened to enable children to freely access different zones at regular intervals throughout the day. They enjoy drawing on the white boards, pouring and scooping in the sand pit and building snow men and making footprints in the snow. The influence of the automotive industry is clear in the innovative use of tyres, the traffic light colour scheme of the sunshades and the curved 'roads' that the children negotiate on their bikes and in cars. Superb planting provides varied sensory experiences allowing children to explore the smells, sounds and sights of nature and investigate the changing dimensions through the seasons. For example, the willow walkway is beginning to grow and branches and leaves on the trees are developing to provide shaded story areas and quiet zones to enjoy as the weather gets warmer.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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