

Woodlands Day Nursery

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Diane Lynn Turner
Setting address	Goole & District Hospital, Woodland Avenue, Goole, North Humberside, DN14 6RX
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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 Day Nursery has been registered since 1997 and is a privately owned facility. It operates from an independently sited building within the grounds of Goole Hospital in East Yorkshire. It serves staff from the hospital and the local community, and is part of the For Under Fives Ltd chain of nurseries. Children are cared for in three rooms according to their age and they have access to enclosed outdoor play areas. The nursery is open from 7.15am to 6pm, Monday to Friday for 52 weeks of the year, closing only on bank holidays.

The nursery is registered by Ofsted on the Early Years Register to provide care for 48 children in the early years age range at any one time, 21 of whom may be under the age of two. There are currently 92 children on roll who attend on a full-time or part-time basis. The nursery is currently supporting children with special educational needs and those who use English as an additional language. The nursery employs 15 members of staff, the majority of whom have an early years qualification at level 3 or 4 or are working towards such qualifications. In addition, there are two supply staff and a lunch-time assistant who is also employed as a cleaner. The nursery is a member of a recognised day care association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, safe and inclusive environment where good attention is paid to meeting their individual needs. They are offered a good range of activities which are carefully planned to ensure their individual learning styles are catered for, and that they make good progress towards the early learning goals. Good relationships are fostered with the parents, and other providers delivering the Early Years Foundation Stage, which promotes a shared approach to the children's care and learning. Highly effective systems are in place to monitor the quality of the service and to identify and prioritise areas for future development, thereby promoting continuous improvement and enhancing the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide more opportunities for parents to contribute their observations of their child's learning at home to their learning journey
- provide opportunities for children to develop and use their independence at lunch time, for example, enabling them to serve their own food and drink.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of their responsibilities in safeguarding children and protecting them from possible abuse. They all attend training in this area and each have an information pack they can refer to, which ensures the correct procedures are followed should they have a concern about a child. Effective systems are in place for the recruitment and vetting of any new staff to ensure they are suitable to work with children. Through undertaking thorough risk assessments and daily checks, staff ensure any possible dangers to the children's safety are identified and actions are taken to minimise these. The nursery is well-organised in all areas and children are offered a good range of toys and resources which are well-presented, ensuring they are able to make independent choices in their play. Staff follow, and very effectively implement, the policies and procedures for the setting. For example, they follow policy guidelines meticulously as they clear up and dispose of any bodily fluids when children become ill.

The manager has a clear vision of what it is she wants to achieve for the setting and her enthusiastic approach is shared by the staff team, who work well together. Through regular staff meetings and completing the Ofsted self-evaluation form they effectively monitor and evaluate the quality of the service and strive to make improvements. For example, staff in the baby room are keen to discuss how the installation of the new surface in their section of the outdoor area has significantly improved the children's outdoor play opportunities. Appraisals are used to monitor staff's performance and to identify any future training needs. They show a good commitment to improving their practice and to obtaining additional childcare qualifications. For example, two members are currently working towards a level 4 qualification and one towards a degree. Good attention is paid to promoting equality and diversity, ensuring the setting is open to all children and their families. Staff recognise and meet their individual care and learning needs and provide good support for those who have special educational needs or use English as an additional language. For example, they work closely with any other professionals involved in the children's care, learn key words in the children's first language and have access to a translator to ensure information is passed on to parents effectively. Staff ensure the children's own culture, and that of others, is recognised and valued through activities such as food tasting and celebrating festivals.

Good relationships are fostered with all the parents. They receive good information when the placement begins. Through daily chats, individual diaries, regular newsletters and open evenings they are kept well informed of their child's day and their developmental progress. Questionnaires are sent out to gauge their continuing satisfaction of the service and they are free to view their child's learning journey at any time. However, staff do not always actively encourage parents to add their observations of the children's learning at home to these. Parents spoken to at the inspection were keen to express their satisfaction of the care provided and the progress their child is making. Good links are in place with providers of other settings delivering the Early Years Foundation Stage that some children also attend, and with the local school that many will move onto. This enables effective

sharing of information, which in turn promotes a seamless approach to the children's care and learning.

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

All staff have a good understanding of how children learn and develop and offer them a good balance of activities which enables them to learn in different ways. For example, the older children are able to freely access mark making resources if they would like to draw pictures. They come together for whole group activities during the day, such as storytelling and singing, when they learn to listen with regard for others and to take turns. Staff skilfully support the children as they play, giving them time to explore for themselves and knowing when to join in to extend their learning. For example, babies gain great pleasure from exploring natural and found items in the treasure baskets. They show curiosity as they investigate fir cones and wooden pegs for themselves and then listen with interest as staff encourage their vocabulary as they bring in words to describe the textures. Staff effectively monitor the children's learning and record their progress in their learning journey, which includes written observations and photographs of the children's responses to the activities and examples of their work. From this information staff then clearly identify the children's next steps and help to narrow any gaps in their learning.

Children enjoy their learning and the time they spend in the nursery, which ensures they achieve well and develop good skills for the future. For example, the older children discuss how the nursery is 'nice' and that they feel safe. They are keen to demonstrate their skills, such as counting, and how they can order numbers correctly as they build towers with numbered bricks. They understand what is expected of them within the setting and know that any positive behaviour, and their achievements, will be valued and recognised by the staff. This is evident as the children enthusiastically add any stickers they receive to their reward charts, which they then enjoy sharing with their parents. The toddlers enjoy activities, such as painting. They learn to put on an apron first, to use simple tools, such as brushes, and to recognise colours. All children thoroughly enjoy being outdoors in the fresh air, whatever the weather. For example, they keenly put on their waterproof coats before going out in the rain and delight in splashing in the puddles, chasing bubbles, and making patterns as they ride their wheeled toys around.

The children are supported very well in learning about the importance of eating healthily and as a result, they demonstrate a positive attitude towards meal times. For example, they are offered items such as fresh fruit for their snack and enjoy a two course nutritious lunch, confidently discussing how they will grow big and strong because they have eaten all this up. The older children have valuable opportunities to develop their independence at snack time as they choose what they would like to eat and pour their own drinks. However, they do not have opportunities to use their independence in this way at lunch time, or to learn valuable life skills, such as helping to lay the tables prior to eating. Children of all ages have good opportunities to learn about the importance of good personal

hygiene as they routinely wash their hands before meal times, and to be involved in sourcing food and caring for living things. For example, they plant, care for, and harvest fruit and vegetables, such as tomatoes, cucumbers and lettuce, which they then help to cut up and make into a salad. They learn about keeping themselves and each other safe through various activities. For example, staff praise the older ones when they line up sensibly before going outside as a group. Through visits from the community police officers, fire fighters, ambulance crew and a dentist the children learn about the people who can help them in an emergency, and about caring for their teeth.

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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