

Woodgreen Day Nursery

Inspection report for early years provision

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Inspection date	01/06/2010
Inspector	Rachel Wyatt

Setting address	1 Trotshill Lane East, Warndon, Worcester, Worcestershire, WR4 0HX
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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

Woodgreen Day Nursery was registered in 1995. It operates from a two storey detached building in its own grounds on the eastern edge of Worcester City. There is one step within the ground floor and stairs to the first floor. Children have access to enclosed outside play areas, part of which is for Forest School type activities, there are also opportunities for children to go on local walks. The nursery is open each weekday from 08.00am to 06.00pm all year round, with the exception of bank holidays.

The nursery is registered on the Early Years Register. A maximum of 83 children may attend the nursery at any one time. There are currently 138 children, aged from birth to under five years, on roll, some in part-time places. Support is available for children with special educational needs and/or disabilities and for children who speak English as an additional language.

The nursery employs 21 staff who work with the children and a chef, kitchen assistant and several other support staff. All child care staff hold appropriate early years qualifications, including staff with early years degrees, one member of staff who has Early Years Professional Status and another who is working towards this. Two members of staff are working towards a Level 3 early years qualification. The nursery provides funded early education, and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Babies and children are happy, settled and thrive in the inviting and vibrant nursery atmosphere, where they use a wealth of stimulating toys and resources, including well-equipped, interesting outdoor areas. Children and families feel welcomed and valued by the confident, capable and caring managers and staff. Adults effectively implement sound procedures to ensure children's individual needs and interests are understood and met, so they make good progress, their health and safety are fostered, and they are fully safeguarded. The nursery demonstrates a clear ability to maintain continuous improvement, with managers and staff contributing to realistic action plans and addressing identified changes, including previous inspection recommendations. The nursery also shows a commitment to the wider aspects of sustainability, for example, using local produce, teaching children about recycling and growing their own food, and involving them in helping the wider community through fundraising.

What steps need to be taken to improve provision further?

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

- improve consistency in the use of observations and assessments to identify

children's individual learning priorities, and for sharing information about children's progress with parents.

- improve handwashing arrangements for two and three-year-olds to further develop their understanding of good hygiene and to minimise the risk of cross infection.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The nursery has clear safeguarding policies and procedures, which managers with designated responsibility for safeguarding and all staff understand and follow. Effective staff induction and training, including discussions at staff meetings, ensure all adults working with children have an up-to-date knowledge of how to protect children from harm and to take prompt, appropriate action if they have any concerns about a child's welfare. Children's welfare is further supported as effective staff recruitment, checking and development procedures ensure adults are suitable and have the relevant knowledge, skills and experience. The nursery also obtains all required agreements and information about children and their families before a child starts, so staff know who may have legal contact with a child, who has parental responsibility for them and who will collect them.

The outcomes for children are consistently improved as all those involved in the nursery are committed to driving improvement. Managers and staff consistently monitor and review their provision for children's welfare, learning and development. They develop clear action plans, detailing realistic targets for improvement in each area of the nursery and to ensure Early Years Foundation Stage requirements are met. Improvements are sustained because staff development and training are linked to planned changes, which also take account of parents' views and children's needs and interests. The enthusiastic and capable managers and staff are a real strength of the nursery. They confidently carry out their duties so that sessions are rewarding and routines well-managed. All adults have positive, warm relationships with children and families, and strive to ensure everyone feels included. Children's differing learning styles, abilities and interests are recognised and are central to the planning and organisation of a wealth of rewarding toys, activities and topics.

Children benefit from the nursery's effective partnerships with parents, other agencies and other day care providers. As a result, children with special educational needs and/or disabilities have effective levels of support and children who attend other settings have consistency and continuity in their care and learning. From the outset, positive relationships are established with parents and carers. They have good quality information about how the nursery operates, and regular feedback about their children's routines, activities and experiences. They are encouraged to contribute to their children's learning, including providing family photographs for staff to talk to their child about. Parents help their children to find items for pre-school topics, interest tables or to depict the letter, shape, or colour of the week. Home-nursery links are further endorsed by families taking home photographs depicting aspects of nursery life to share with their children, or by

helping their child find special items to bring in the 'Marvellous Me' box, to talk about at circle time. In pre-school, children enjoy taking Harry the teddy bear home and then telling their friends about his adventures whilst with them.

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

Children enjoy learning and make good progress. Managers and staff create a vibrant and welcoming environment where children of all ages soon settle to play. Adults ensure activities are well-resourced and inviting, and they effectively use child size furniture, cushions and toys to provide babies and children with cosy places to relax and look at books. Babies and children love being outside and benefit from regular outdoor activities, whatever the weather. Younger babies have their own outdoor area, where they can safely play, explore and develop their skills and confidence in movement. Other outdoor areas provide all children with great opportunities for adventure play, to explore and investigate their surroundings, to garden, to be creative and to become adept in movement, climbing and balancing. All children feel safe and settle well because the managers and staff are kind, reassuring and consistently interact well with them. Adults are enthusiastic and join in with babies' and children's play, enhancing their enjoyment, aiding their concentration and promoting their understanding. They plan rewarding activities, which take account of each child's interests and, in the main, their individual learning priorities. Within sessions and topics there is a good balance of child-led and adult-directed activities. Planning is generally well-supported by the nursery's assessment procedures. There are some inconsistencies in completing assessments in the baby rooms which inhibits staff from having an overview of each child's progress and learning priorities at any given time to share with parents and to enable them to plan more accurately for each child. In other respects, key persons and other staff know children well and confidently adapt their approaches and resources to cater for children's differing abilities and interests. Support for children with special educational needs and/or disabilities and for children who speak English as an additional language is good. The nursery works effectively in partnership with parents and other agencies to ensure children have the right levels of support, access other relevant services, resources and equipment, and are helped to make progress at their pace.

Children develop good skills for the future and make smooth transitions within the nursery and onto school. For example, children settle quickly and soon develop a sense of belonging when they join the nursery or move to a new room, because parents provide helpful information to enable staff to get to know each child well. Throughout the nursery, babies and children are busy and purposeful, relishing being able to see and choose what they want to play with. They are active learners with many opportunities to investigate, explore and to be creative. Children are sensitively encouraged to become independent in getting ready for outside play, in feeding themselves and in seeing to their personal care and hygiene. Babies and children behave well. They play harmoniously, make friends and learn about each other's differing abilities and backgrounds. Children's families are often talked about and their home languages are used in the nursery. Children appreciate the wider aspects of the community through their play and discussions, learning about

the lives and customs of others, and also by fundraising, for instance, for a school in the Gambia.

Children become articulate speakers, and appropriate strategies, such as signing and visual prompts, are used to help those who lack confidence or clarity or who speak English as an additional language. Children enjoy and listen attentively to stories. They recognise and use letter sounds, including identifying their names and forming recognisable letters, for example, when pre-school children label their artwork. Children think critically, using numbers for counting and problem solving, and increasingly they accurately compare and match items according to type, colour, shape and size. Children are interested in the wider world. They are curious and observant, really enjoying the many worthwhile opportunities to explore the nursery grounds or go on local walks. Babies and children very actively explore different materials, such as sand, soil, clay and water. For instance, babies love sitting and splashing about in a shallow container of water, whilst toddlers take the opportunity to jump in muddy puddles during a rain shower. Children observe and investigate living things, searching for and identifying real insects in the garden or toy 'bugs' in the pre-school sand tray. Babies and children confidently use construction toys and other materials to find out how things fit together and they make increasingly elaborate models. Babies and children are creative and imaginative. In all areas of the nursery they enjoy role play, younger children make drinks and meals, older children go 'camping', and everyone enjoys the seaside café scene set up in the outdoor play house. They are creative, expressing their ideas through their paintings, drawings and craft work and sharing the staff's enthusiasm for songs and music.

Children's welfare is promoted well. Their care, health, dietary and cultural needs are understood and carefully met. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Appropriate records are kept of accidents and medication and parents are kept informed. Children develop a sound awareness of the importance of a healthy lifestyle. They make healthy choices about what to eat and drink from nourishing, home cooked meals and snacks. Priority is given to sourcing local produce and using vegetables and fruit children help to grow, harvest and prepare. They have plenty of fresh air and exercise and they know about the importance of good personal hygiene. However, hand washing arrangements do not always fully promote children's awareness of good hygiene and the risk of cross infection is potentially increased when a communal bowl of water is used. Children are kept safe as the premises are secure, including following improved door security procedures. Robust risk assessments and thorough checks are used to effectively monitor overall safety, with prompt action taken to reduce hazards. Children are well-supervised, and taught how to manage risks, to use equipment and tools correctly, and to learn about road and fire safety.

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	1
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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