



## Woodlands

Inspection report for early years provision

**Unique Reference Number** EY273149  
**Inspection date** 06 December 2005  
**Inspector** Tonia Chilcott

**Setting Address** 108 Barnes Lane, Sarisbury Green, Southampton, Hampshire,  
SO31 7BJ  
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**Registered person** Woodlands Early Learning Ltd  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Woodlands Early Learning Nursery opened in 2004. It operates from various rooms in a large detached house in the Sarisbury Green area of Hampshire. There is a large enclosed outside play area. The nursery serves the local and wider area.

There are currently 137 children from 3 months to 5 years on roll. This includes 12 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

A number of staff work with the children, 24 full time and 2 on a part time basis. Most have early years qualifications to NVQ level II or III. 3 staff members are currently working toward a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership, and the Preschool Learning Alliance (PLA) and are currently working towards accreditation with the PLA.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have a good understanding of personal health and hygiene practices, as these are effectively promoted by staff throughout the day. For instance, older children know when to wash their hands and do so with guidance from staff if necessary. Younger children benefit from gentle support from staff to wash their hands and faces before and after eating. Children are protected from the spread of infection due to most procedures followed by staff. However the use of space when children sleep is not wholly effective in ensuring that children remain free from the risk of spread of germs, as children sleep in close proximity to one another. Children understand very well the need to put soiled tissues in the bin and learn that this is to prevent the spread of germs. Children benefit from the highly effective systems in place to maintain the cleanliness of the nursery; staff understand and implement the procedures well.

Children that become ill during the session, are supported extremely well by staff; they are quickly recognised and ably supported by staff who know the children well. Staff care for children gently and calmly until parents are able to collect them, ensuring that children remain fully occupied whilst they are waiting.

Children enjoy a good range of healthy and nutritious meals, that are prepared freshly on site. They benefit from the friendly and social atmosphere during lunch when all children and staff eat together. Children's individual dietary needs are very well met due to efficient systems that ensure that all staff are fully aware of children's individual needs.

Children have many exciting and stimulating opportunities to develop their large muscle skills, climbing and balancing in the soft play area and riding tricycles and sit and ride toys in the garden for instance. Children move around the nursery freely and confidently, negotiating space well. They learn quickly why they need to put their coats and hats on in winter and many children manage this task on their own. Younger children receive support from staff to put hats, coats and boots on.

Children negotiate space well, creating space for others to join them whilst sitting for group activities. All children thoroughly enjoy using the garden area, where they confidently access a wide range of toys and equipment suitable for their age and

stage of development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are secure and comfortable within the warm and welcoming environment. Children feel valued within the nursery due to the many displays of their work around the setting. They freely make choices from the wide range of toys and materials that are available, all of which are well maintained by staff. They thoroughly enjoy their time in the Play Zone area of the nursery, which is thoroughly checked to ensure that all areas are safe and free from hazards by staff, prior to children accessing it.

Children are protected by staff who effectively implement most safety procedures within the setting. For example the systems to ensure that children are safe whilst visitors enter the setting are clearly understood by staff and effectively implemented. However, occasionally, some methods to move chairs within the setting can pose a risk to children. Children are very well supported and supervised by staff who work together well as a team. Children learn to keep themselves safe when taking part in regular fire drills with staff. They learn to cross the road safely when staff take children to the local park. Parents and visitors are also reminded regularly to cross the road safely, ensuring that they remain effective role models to the children.

Children are very well protected by staff, who have a thorough understanding of child protection and the procedures to follow. Comprehensive policies and procedures are in place and effectively implemented by staff to keep children safe. The policies are displayed well to ensure that parents remain fully aware of the settings responsibilities.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children thoroughly enjoy their time at the nursery. They arrive happy and are keen to join in the activities, through their familiarity with the consistent routines and good relationships with one another and the staff. Children are relaxed within the warm and caring environment and laugh and giggle when taking part in activities with one another, for example whilst playing in the vets.

Babies and toddlers benefit from the gentle and affectionate interaction of staff, who spend time gently soothing and talking to the children, particularly when babies are preparing to sleep.

All children benefit from very good resources and a wide range of accessible toys and equipment. They have frequent opportunities to enjoy sensory experiences. Babies and toddlers explore sound and texture with toys such as activity centres and natural materials. All children are supported in developing language skills because staff talk, listen and play with them very well. They enjoy songs, rhymes books and stories.

The Birth to three matters framework is used well to plan activities to support younger children's development and assess their progress. Children make positive relationships with staff and each other when playing or sitting together at meal times. They develop confidence and self-esteem in an environment where they are valued. Their individual needs are incorporated into the daily routines well, so they have time for rest, sleep and play.

## Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge of the foundation stage and ensure that children are provided with a very wide range of stimulating activities which are linked to the stepping stones. Staff carry out observations which are added to individual child records. However, these are not always used to inform the planning to ensure children are fully supported and challenged in their learning.

Staff make good use of time and resources and children are generally well engaged in activities, however, on some occasions children lose interest during large group activities. Staff build strong relationships with children; they use skilful questioning to extend children's learning and their positive and encouraging approach promotes children's self esteem effectively. Staff work very well together as a team, supporting one another and sharing information. All staff are fully committed to improvement and as such eagerly seek further advice; quickly implementing any recommendations.

Children are happy and enjoy their time at the nursery. Children concentrate very well during self chosen activities, displaying good levels of involvement and they begin to show independence as they make choices. They confidently and eagerly take part in new activities, often initiating their own ideas. Many children happily speak in a familiar group, taking time to listen to others.

Children's imaginations are developing well. They enthusiastically engage in imaginative play, and use the good selection of resources well to support their play, for example whilst playing in the vets and fixing the steps. Children are beginning to build a repertoire of songs and many eagerly join in singing Christmas songs, dancing and moving in time to the music. Children thoroughly enjoy exploring the sounds of different musical instruments, freely choosing from the wide and interesting range available. Many children recognise a range of different colours and use their knowledge to clearly request and choose particular colours for different purposes, for instance whilst making patterns with compare bears. Children have many opportunities to explore and experiment with different media and have access to the extensive range of art and craft resources that allows them freedom to choose and select the required materials.

Many children enjoy books and some have learned to handle books correctly, gently turning the pages. Staff encourage children to access books throughout the session, and the well planned and presented book corner encourages children to regularly choose to sit quietly, looking at the books available. Children listen intently to their favourite stories, often joining in and repeating the key phrases that they recognise. Many children count to 10 and beyond, often using mathematical language within their play. Whilst playing in the shop, children count and match the correct number of

items needed, matching the contents of their shopping baskets to the shopping lists. Staff make good use of most situations to extend children's learning in mathematical development, although on occasions they miss opportunities to extend children's learning further, in relation to calculating.

### **Helping children make a positive contribution**

The provision is good.

Children are looked after in a caring environment where they are valued, treated with respect and equal concern. Children settle well into the nursery, they are secure and familiar with the daily routines. Children with identified special needs are well supported by staff, who have developed effective relationships with the Area Senco to ensure children are fully supported. This is enhanced by staffs good understanding of the Special Educational Needs Code of Practice, which is fully implemented.

Children behave well in the calm and caring environment; their individual contributions are valued and they receive regular praise and encouragement from staff. Children develop a sense of community and a positive understanding and appreciation of different cultures through a wide range of interesting and enjoyable activities. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are provided with information about the nursery's policies and procedures, ensuring that they are fully aware of the nurseries practices. Parents are involved in their children's learning as they are kept informed about topics and themes and their children's development, many having seen their children flourish whilst at the setting. Parents find staff friendly and approachable and have many opportunities to contribute to both the development of their child and the nursery as a whole. Parents opinions are regularly sought through verbal discussion and written questionnaires and their opinions valued and welcomed.

### **Organisation**

The organisation is good.

Children feel at ease within the environment, which is well organised, making good use of staff time and resources to provide good play opportunities for children. Space is used well most of the time, ensuring that children are free to play freely and safely whilst being continually supervised and supported.

The staff team are suitably experienced to work with children, with an exceptionally high level of staff being fully qualified; they are fully committed to updating and furthering their knowledge and skills. Effective procedures for the appointment of staff and a thorough induction programme are in place. All required documentation is in place, and is stored securely thus maintaining confidentiality. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good and enhances children's play and learning experience. The manager ensures that all staff are able to share ideas and

contribute to the planning and evaluation of activities and the nursery. Staff are provided with many opportunities to contribute their thoughts and ideas to continually improve the nursery, through regular appraisals and questionnaires. The manager and staff work very well together as a team and demonstrate a high commitment to continually develop and improve children's care and education. This is achieved through regular training, effective links with other agencies such as the Preschool Learning Alliance (PLA) and participation in the PLA accreditation scheme.

### **Improvements since the last inspection**

At the last inspection the nursery was asked to ensure non prescription medicines are only administered to the children when provided by the parent on the day. The nursery was also required to ensure that parents provided signed permission, allowing staff to administer medication to children and that the written record was signed by parents daily after medicines have been administered. Effective procedures are now in place to ensure children only receive medication provided by the parent and that parents remain fully informed of all medicines administered to children, thus ensuring that children remain protected.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the use of space whilst younger children are sleeping

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that all elements of the session fully engage children
- make better use of assessments of children's progress to plan activities that maximise children's learning potential.

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