



Woodhouse Nursery

Inspection report for early years provision

Unique Reference Number	EY287516
Inspection date	23 January 2006
Inspector	Christine Lynn Williams
Setting Address	Chaddesley Corbett, Kidderminster, Worcestershire, DY10 4PW
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Registered person	Winterfold House School Trust Ltd (3298576)
Type of inspection	Childcare
Type of care	Full day care, Out of School 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.

THE QUALITY AND STANDARDS OF THE CARE

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.

WHAT SORT OF SETTING IS IT?

Woodhouse Nursery and out-of-school facility opened in 2005. It operates from buildings within the grounds of Winterfold House Independent school in the Chaddesley Corbett area of Kidderminster. The nursery caters for children under 3, while the out-of-school club takes children from 3 to 7 years. A maximum of 24 nursery children and 40 children attending out-of-school may attend at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. The out-of-school club operates each weekday from 08:00 to 08:45 and 15:30 to 18:00 during term time. A holiday play scheme is also provided during most school holidays. All children share access to secure enclosed outdoor play areas within the

school's grounds.

There are currently 44 children aged from 6 weeks to 3 years on roll within the nursery and a total of 50 children on roll from 3 to 7 years within the out-of-school club. Children attend from a wide catchment area including the surrounding districts of Bromsgrove and Kidderminster.

Seven full time and three part-time staff are employed within the nursery while another five full time staff care for children within the out-of-school facility. Over half of the staff hold appropriate early years qualifications, with two members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-planned daily routines and learning from example. Young children see staff wiping tables in-between use, washing their hands regularly and talking to children about becoming clean as their hands and faces are wiped after meals. Children's personal needs are well met with child sized toilets and hand basins ensuring all children can learn to handle their own care routines independently. Colourful displays and mobiles decorate nappy changing areas, and staff talk and play with babies to turn nappy changing into a time of close relationships and fun. Good hygiene routines are maintained throughout both the nursery and after-school areas, and staff attend a three year rolling programme of training on both food hygiene and first aid. Children's minor accidents and medication needs are well recorded with detailed health information obtained. Some staff are trained in procedures to support children with specific health needs, for example in the use of EpiPen's in case of Anaphylactic shock. This gives opportunities for a wider range of children to experience day care.

Children of all ages enjoy daily exercise through of wealth of indoor and outdoor play experiences. Walks around the school's extensive grounds provides them with plenty of fresh air and opportunities for nature walks or feeding the ducks. Nursery children develop a good awareness of how to keep healthy through being active as they use climbing frames, ball pools, see-saws and sit-and-ride toys. A variety of small world play, bricks sound toys and puzzles help toddlers to learn to use their hands and fingers with control, while during the summer nursery children move freely from their playrooms into the garden to extend their play. Older children experience a wide range of physical activities after-school, and show excitement and zeal as they make full use of two outside adventure play areas, play football, tennis and attend judo and ballet sessions in the large hall or gym.

Children are offered a good balance of healthy food. Hot meals are served which include fresh fruit and vegetables, and menus are produced to give parents information about meal choices. Drinks are provided regularly throughout the day and babies are gently encouraged to feed themselves, while older children sit together to

enjoy their food in a relaxed, family atmosphere.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy their time both at the nursery and during after-school and benefit from a caring, colourful and stimulating environment. In the nursery, colourful displays and interesting objects are hung from the ceiling to capture children's interest and help them feel secure, while older children attending after-school use a variety of attractive rooms and a large hall and gym to enjoy specialist activities such as judo. Children use an extensive range of toys and equipment, including everyday household items, that are of good quality and safe. These support enjoyable activities that stimulate and challenge in ways appropriate to the needs of the various ages of children who attend.

Children move freely around their care rooms and are well protected from harm and good staffing levels ensuring children know there is always an adult close by. Very good security practices are in place. For example after-school procedures include staff collecting children from their class teacher and then signing to show they have arrived safely for out-of-school care. Within the nursery, visitors are vetted on arrival and passwords are used when necessary for added protection. Babies and young children sleep safely and comfortably and are frequently monitored, while detailed risk assessments and daily safety checks ensure buildings and equipment are always safe for children. Sensitive discussions from attentive staff help children learn about what is dangerous and how to keep themselves safe. They learn about fire safety, know the procedure for evacuation in an emergency and regularly practise this.

Children's well-being is fully protected because staff know and understand child protection procedures. They have received specific training and have easy access to detailed policies and reference guides to help them implement correct procedures when necessary. Parents have received details of these so that they know what action staff will take if they have any concerns about their child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and involved in a broad range of planned activities and spontaneous events, which support their development and provide a wealth of enjoyable experiences. Within the nursery, a keyworker system is used effectively to gain information about young children's starting points, individual routines, needs and preferences. The daily routine is planned specifically to make the most of young children's concentration and stamina and staff take the time to play, cuddle and talk to them.

Babies and young children are well cared for because staff meet their individual routines and play and provide activities in line with the 'Birth to Three Matters' framework. For example, babies explore and discover new things as they play with

everyday items such as pots and pans, plastic containers, and treasure baskets of different objects. Low level mirrors help them to become aware of themselves and music plays in the background to stimulate or calm children according to their mood. Sand play and finger painting is offered to encourage toddlers and older children to use their senses, however this has not been fully developed within the baby room. Some natural materials are provided to develop older children's understanding of a variety of different textures, however this is again less well developed for the youngest children in the nursery. Toddlers use their imagination and act out familiar situations through role play and they enjoy paint, water and singing their favourite nursery rhymes.

Continuity of care is good in both the nursery and after-school settings. Older children enjoy a varied and stimulating range of activities and are quick to involve staff in what they are doing, share their news and chat freely. They use their imaginations widely, are creative and choose what they want to do. They become fully absorbed as they make their own models, draw or pretend to be someone else in the role play area. A balance of rest and active times is offered throughout each after-school session, with children able to make up their own games, play outside, sit quietly to rest or read, or take part in specialist activities.

Helping children make a positive contribution

The provision is good.

Children make close relationships, behave well and gain self-confidence through making choices and being encouraged to play and learn alongside each other harmoniously. Babies respond positively to the close attention they receive and toddlers show real pleasure when receiving gold stars during potty training or for helping to tidy away their toys. Older children attending after-school behave well, learn to consider others and know what is expected of them. They respond positively to the high level of praise they receive and show pride in knowing they have done well.

Children feel valued as they celebrate their own special days and use a wide variety of toys, books and cultural artefacts to help them become aware of a diverse society. Children's individual needs are known and acted upon and there are coherent systems in place for ensuring all children are included.

Close relationships are formed with parents. Within the nursery, parents share details about their children with keyworker staff and receive comprehensive information which helps them to feel confident that their children are well cared for. For example, daily record sheets are used effectively to record young children's food intake, sleep and nappy changes. A wealth of information on such things daily routines and meal menus are displayed outside each room within the nursery and white boards highlight to parents when medication has been given and reminds them to sign the appropriate documents. Open days are held every three months when parents are invited to look around the nursery and talk about their children's progress, and daily discussions let them know what children have been doing that day. Parents of after-school children have a communication diary in which to comment or to pass on

information to staff about their child and notice boards inform parents of staffing and special events. Activity plans, topic work and children's crafts are displayed around after-school rooms so parents know what their children have been doing. Parental handbooks also include useful information about staffing, daily routines, policies and procedures. Parents are able to raise complaints and concerns on behalf of their children through the main school, however the nursery does not hold its own records on any complaints or concerns so that parents can easily raise or view records of concerns about their children.

Organisation

The organisation is good.

Children benefit from good organisation, where well qualified and informed staff use their time effectively and the daily routines reflects the age and development needs of the children being cared for. An effective keyworker provides continuity of care for children attending both the nursery and after school and there are good opportunities for children and parents to become familiar with the setting before they start.

Strong links with the school ensure there is a clear agenda for development, improvement and monitoring and evaluating how well things are progressing. Training is highlighted and acted upon and there are good staff induction and appraisal systems in place. The school management work closely with nursery and after-school staff helping them to remain focused and encouraging them to develop and improve what they have to offer the children in their care. Employment and checking procedures are robust and the clear management structure ensures continuity of policies, procedures and care across all areas.

Appropriate documents and records are kept in all areas of care so that each area operates independently but within the whole school ethos and guidelines. These are kept up-to-date through regular reviews and staff meetings. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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

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.

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):

- further develop the use of the 'Birth to Three Matters' framework for the youngest children in the nursery, particularly in relation to the use of sensory play and natural materials
- ensure the complaints recording procedure operates within the nursery.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk