



## WOODBERRY DAY NURSERY

Inspection report for early years provision

<b>Unique Reference Number</b>	135424
<b>Inspection date</b>	22 February 2006
<b>Inspector</b>	Philippa Clare Williams
<b>Setting Address</b>	63 Church Hill, WINCHMORE HILL, London, N21 1LE
<b>Telephone number</b>	020 8882 6917
<b>E-mail</b>	
<b>Registered person</b>	Child Base Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Woodberry Day Nursery has been operating since 2000, it is owned and run by Child Base Limited who have a chain of nurseries. The nursery is situated close to transport facilities and local amenities. The building was converted and modified to provide facilities for day care. The building consists of 2 play rooms, nappy changing facilities, quiet/sleep rooms, conservatory and 2 sensory rooms on the ground floor. There are 2 play rooms, toilet facilities and a conservatory area on the first floor. A

secure outdoor area is available for play opportunities.

The nursery's opening hours are from Mondays to Fridays during the times of 07:30 to 18:30 all year round. They offer full and part-time care.

There are currently 88 children from 0 to 5 years on roll. Of these, 18 children receive funding for nursery education. The setting supports a number of children who have English as an additional language.

There is a total of 24 childcare staff, at least half hold appropriate childcare qualifications. Support on early years education is obtained from Child Base educational co-ordinators and the early years development and childcare partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a welcoming, clean stimulating environment. They stay healthy because practitioners follow good hygienic practises. For example, visitors remove shoes before entering the baby room and staff use careful hygiene procedures when changing nappies to prevent cross- infection. Children are gaining independence in their personal care and an understanding of effective health and hygiene practises. They follow good hand washing procedures supported by the staff who explain why it is necessary to have clean hands and wash away germs. Children rest and sleep according to their needs and routines. On the whole, staff are able to attend to the children's health and medical requirements as all are trained in first aid and there are good systems in place for recording accidents and medication. However, further specialised training in administering certain types of medication would enhance staff skills.

Children benefit from a healthy well balanced diet. The meals are cooked on site using fresh ingredients, which meet the children's dietary needs. The menus are varied and interesting ensuring that children are offered fresh fruit and vegetables daily, both in the meals and at snack times. These times are treated as social occasions when children sit together with the adults; they practise good table manners and learn new skills, such as pouring their own drinks. They also enjoy the opportunity of choosing their own snacks. Babies learn to feed themselves which helps develop their independence.

Children are developing physical skills and enjoyment of exercise through regular use of outdoor play equipment. They also benefit from regular music and movement sessions with a dance and drama teacher to further develop skills as they confidently participate in action rhymes. Babies are learning about their own bodies and what they can do. They climb, roll, crawl, sit and practise walking, gradually developing new skills as they play in their base room.

Young children receive lots of warmth and affection, which supports their emotional

well-being and gives them confidence to explore. Staff have developed caring relationships, however, as babies are attended to by up to seven different practitioners, this may lead to a lack of continuity of care for young babies.

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

The provision is good.

Children are cared for in a welcoming, safe and secure indoor and outdoor environment. They move around safely in the spacious and well organised rooms. Babies and children have good access to a broad range of safe and developmentally appropriate play materials, which are organised to allow them to be independent and make choices. Children's art work, mobiles and photos are displayed around the nursery, which makes the environment attractive and helps children to have a sense of belonging.

Children are kept safe within the nursery as staff maintain good supervision. They identify and minimize hazards by carrying out regular risk assessments on equipment and areas used by the children. Effective procedures are in place to ensure the premises are secure and to monitor children's arrival and collection times. Children learn to take responsibility for keeping themselves safe through daily routines and staff skilfully explaining safe practises. For example, reminding children to pick up pegs on the floor as they could trip and not to run as they may fall. Children are well protected because staff have a good understanding of their role in the child protection procedures and know what to do in the event of any concerns.

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

The provision is good.

Staff establish positive, warm relationships with children, helping them to feel settled and secure. Children are happy and content. Children show growing confidence and are secure in the setting as staff value and praise them for their efforts. They especially enjoy looking at their handmade family books, made from photographs and reminders of home. Staff are using both Sound Foundations and Birth to three Matters framework to ensure that children are provided with a wide range of activities that include all of the elements for their development. For example, children explore and investigate using their senses as they take part in activities with sand and water. Children are interested and persevere, for example, as they complete puzzles, build, climb and listen to stories. All children spend their time purposefully as they choose from the choice of books, toys and table top activities on offer. They particularly enjoy singing and engaging in action songs.

Babies are appropriately stimulated through interesting games and resources such as bubbles, bottles, musical instruments, mobiles and treasure baskets. Their language skills are developed well as staff actively promote this through talking and singing with the children.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure understanding of all areas of children's learning, and make good use of Sound Foundations programme as a planning tool, so ensuring that the children have suitable stage appropriate experiences. Planning is good and links clearly to the stepping stones. This ensures a wide range of activities and experiences are provided to extend children's learning. Staff make regular observations of children to assess what they can do and the progress they are making in relation to the stepping stones and early learning goals. As a result, staff get to know and support each child well. However, records of assessment gained prior to children beginning the Foundation Stage are not used effectively to establish children's starting points. Staff engage in children's play and challenge children by good use of questioning to extend children's learning. Behaviour is well managed and this results in a calm and caring environment for children.

Children know and follow the routines of the day well and show confidence as they approach adults to ask questions or talk to them. Children are motivated and fully engaged in their play and activities. They have a clear understanding of their own needs and are confident in meeting their personal needs, such as, independently visiting the toilet, hand washing and putting on their aprons. Children have good relationships with their peers and listen carefully to each other, discussing activities and organising imaginary games and sharing. Children take turns at being 'helpers' within the group, where they have a special responsibility such as setting tables, serving meals and clearing plates at meal times.

Their speaking and listening skills develop well. At circle time they take turns to speak and patiently listen to others as they wait for their turn. Children are developing their writing skills well as many can write their own name. They show an appreciation of stories, listening intently and often joining in and predicting outcomes. They are able to remember the main themes of stories, songs and rhymes.

Children understand and use numbers well. They count reliably to ten and beyond and show an interest in shape and colour. They have good opportunities to develop simple calculation skills through estimating how many more pegs they need and counting their fingers on both hands and adding them together.

Children are gaining a knowledge of their community and the wider world through the provision of a range of resources and activities. These include visits to the local area. Children have good opportunities to use information and communication technology through use of a computer and tape recorder. Staff plan good opportunities for children to explore and investigate including observing the changes in floating and sinking challenges at the water tray and growing topics. Children are aware of time, and discuss events past, present and future. For example, they talk about events over the weekend, such as, going to the circus with their family.

Children are becoming skilled in their use of tools, such as glue sticks, pencils and peg boards. Effective use of the outdoor area provides children with daily opportunities to develop large physical skills, such as, climbing and bike riding. Children demonstrate a good understanding of space and move around the room with ease.

Children enjoy role play and spend their time constructively, learning to make sense of their world and form good relationships with their peers. Art activities are varied and children enthusiastically participate in the weekly music and dance sessions.

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

The provision is good.

Children are encouraged to develop positive attitudes about a diverse society through the activities and resources provided by the staff, such as books, dolls, dressing up clothes and posters. Children learn about the community through interesting activities that they participate in during the year. For example, Diwali and Hanukkah celebrations, activities related to people who help us topics and local visits.

Children behave well in response to clear boundaries set by staff. They are learning to share and take turns, for example, they share cars, small world people and pegs, and take turns playing board games. Children and staff sit together at meal times to develop social skills. They are encouraged to help each other and use manners. This approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive relationships staff have developed with parents. Parents receive good quality information in a welcome pack on how the setting operates. Parents support the provision well, for example, they are invited to stay and play sessions and forum meetings give parents an opportunity to be involved and to express their views. Partnership with parents who receive nursery education is good. As well as receiving written and verbal information about their child's progress, they are also invited along to meetings where they can discuss how well their child is developing and the progress they are making. Parents speak positively about the effective exchange of formal and informal information. There is a complaints procedure in place, but as yet it does not contain all the necessary detail following the recent revisions to the National Standards.

### **Organisation**

The organisation is good.

Children's care is enhanced by the good organisation and the on-going professional development of staff. There are effective recruitment procedures which ensure that staff are appropriately vetted and there are satisfactory levels of qualified staff who work with the children. Staff work well together as a team and all are clear about their roles and responsibilities. Children's play opportunities are enhanced by the effective organisation of space, allowing them the freedom to move safely and independently from one activity to another. This enables them to feel confident to initiate their own play and learning.

Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. Staff are supported with regular meetings, on-going training and appraisals. Well-maintained records further support

the children's care.

Leadership and management are good. Staff work efficiently together as a team and there is a supportive management structure in place. Managers and staff who deliver nursery education meet regularly to plan and monitor the quality of provision. This ensures the effective implementation of the Foundation Stage.

Overall, the provision meets the needs of the range of children for whom they provide.

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

At the previous Inspection, the nursery was required to ensure all staff are aware of the next step in individual children's learning in order to use this effectively in the planning. Staff now record the next step for children and are beginning to use this information effectively in the planning. The staff try to differentiate in their support by extending and adapting activities to meet children's current learning needs.

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

Since April 2004 there have been two complaints made to Ofsted.

The first complaint related to National Standard 3 - Care, Learning and Play and National Standard 11 - Behaviour. Concerns were that children's individual needs were not being met and an issue about the management of children's behaviour. We asked the provider to investigate and report back to Ofsted. The provider reported back with details of their internal investigation and subsequent actions. Ofsted was satisfied that the registered person had taken appropriate steps. The provider remained qualified for registration.

The second complaint related to National Standard 2 – Organisation and National Standard 7 – Health. Concerns were raised regarding staffing ratios, smoking on the premises and food handling. An unannounced visit took place. The registered person was found to be meeting the National Standards and no action was taken. The provider remained qualified for 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.

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## 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):

- ensure the complaints procedure complies with the new regulations
- further improve staff skills by providing medical training from a qualified health professional prior to administering any medication which requires technical/medical knowledge
- improve consistency of contact and continuity of care for babies.

### **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):

- develop the continuity of progression; use the information gained from 'Birth to three' assessments so that it is used to establish starting points in terms of the Foundation Stage and helps children move to the next stage in their learning.

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