



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314768

DfES Number: 585174

INSPECTION DETAILS

Inspection Date	12/03/2004
Inspector Name	Rosemary Beyer

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Woodlands Day Nursery
Setting Address	Goole & District Hospital, Woodland Avenue Goole North Humberside DN14 6RX

REGISTERED PROVIDER DETAILS

Name	For Under 5,s Ltd 2490035
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ORGANISATION DETAILS

Name	For Under 5,s Ltd
Address	33 Abbey Road Grimsby North East Lincolnshire DN32 0HQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Woodlands Day Nursery is a privately owned facility which runs in an independently sited building within hospital grounds, providing full day care provision for the local community. It is part of the 'For Under Fives Ltd' chain of nurseries and is situated on the outskirts of Goole, close to the M62 and local amenities.

The nursery is open from 7.15 - 18.00, Monday to Friday for 52 weeks per year, closed only on Bank Holidays. It is registered to provide care for forty eight children at any one time and currently has one hundred and eight children on the roll.

Most staff have appropriate level three qualifications, including NNEB and BTEC Certificates. Those who are not qualified have experience of working with children and babies. All staff have been vetted.

The Day Nursery has contacts with the local schools in Goole and the surrounding area. There are currently twelve funded children attending the Nursery.

The Nursery is able to accept children with Special Educational Needs (SEN) and has had experience of caring for children with different requirements. Children with English as an additional language (EAL) are also welcome.

How good is the Day Care?

Woodlands Day Nursery provides good quality care for the children and babies who attend. The warm and welcoming atmosphere ensures the children are settled and secure, and parents feel confident about leaving their children. Relationships between the children and staff are good. They know each other well. The staff have high expectations of the children, who behave well.

Staff understand they are responsible for ensuring the premises are safe and for helping the children learn about safety and looking after themselves. The premises are well maintained, warm and have sufficient space for the activities provided and the number of children and babies who attend.

Activities are planned to meet the needs of all the children, giving them opportunities to develop new skills and learn in a positive interesting environment. A wide range of resources is available to meet the needs of all the children, whatever the age and stage of development.

Provision is made to support any children with Special Needs, either by additional staffing or resources.

Staff have good relationships with parents, who value the work they do to ensure their children are safe, happy and learning. They appreciate the information provided about the activities in the newsletters and on the notice board, and the opportunities they have to comment on the provision and meet with staff to talk about their children.

What has improved since the last inspection?

At the previous inspection actions were in place for a staff room and for staff to have information for invasive treatment.

These have been addressed and staff now have their own room and a plan is in place for administration of invasive treatment. These help to promote staff's well being and knowledge of health issues.

What is being done well?

- The nursery provides opportunities for all the children to develop new skills and interests, and provides activities in line with the Foundation Stage across all the areas of learning for those who are funded.
- The babies are able to enjoy a good range of toys, and activities are provided to encourage their development and conversation.
- Staff have good relationships with all the children, know them well and enjoy their company. They spend their time talking and playing with the children, providing support if there are concerns or problems.
- The staff meet the children's individual needs, helping them to develop socially, emotionally and educationally. They are aware of the range of abilities and different stages of development among the children.

What needs to be improved?

- Staff are to continue to undertake training to widen their knowledge and further improve their practice.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Continue to update childcare knowledge and understanding to further enhance the good service already provided.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Woodlands Day Nursery is an established setting which serves the town of Goole and surrounding villages. It provides a welcoming environment for children to settle and learn and helps them make very good progress towards the early learning goals.

Children are making very good progress overall towards the achievement of the early learning goals. They are making generally good progress in mathematical and physical development and they are making very good progress in personal, social and emotional development, communication, language and literacy, creative development and knowledge and understanding of the world.

Quality of teaching is generally good, with staff aware of the need to challenge children to further their development. They provide a range of resources and activities to support the children's learning. Staff provide encouragement and support for the children when trying new activities or developing independence.

Leadership and management is very good. There is a strong commitment from the staff to improve the care and education for all the children. This includes contact with parents and the teacher mentor. Support for planning is provided by the manager to ensure the areas of learning are covered. Staff regularly evaluate their work and adjust planning accordingly.

Partnership with parents is very good. They receive a range of clear helpful information about the setting and the provision, including information about the Foundation Stage, future activities and policies and procedures. Parents are encouraged to keep staff informed of achievements at home and to have good contact with the key worker.

Children with Special Needs are welcome in the setting, and staff ensure parents are kept informed of individual learning plans and progress made.

What is being done well?

- There is a clear commitment by the staff to improve the care and education for all the children.
- Children have good relationships with their peers and the staff, sharing resources and taking turns.
- Children's willingness to use musical instruments and sing new songs, not just the usual ones sung in childcare settings.
- Children's vocabulary, extended when learning new words linked to the themed activities, such as healthy eating and festivals.

- Children with Special Needs are able to participate in the activities wherever possible, with staff providing support or adaptation to help them do so.

What needs to be improved?

- increased use of mathematical language in the day to day running of the setting and to give children opportunities to develop an understanding of numbers and how they can be used
- children's access to outdoor play by providing regular activities which promote more active physical skills.

What has improved since the last inspection?

Staff have obtained information about festivals, such as Chinese New Year which provided opportunities for the children to learn about other cultures. There is also a range of costumes from different countries and topics to widen knowledge.

Topics have included looking at living things such as the mini beasts and jungle animals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are interested and enthusiastic, concentrating well with activities. They relate well to staff and their peers, being considerate of each other and confident to speak in a group. Independence is encouraged and most children have a good awareness of their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children enjoy stories whether from books or imagination. They sit quietly and listen attentively, being able to suggest what will happen in the story. Some of the children are able to recognise letters and their sounds. They use books well and understand print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are starting to count and recognise numbers and shapes, however there are missed opportunities in everyday activities to develop their awareness of number and mathematical concepts, such as when preparing beakers for drinks or activities using sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are developing an awareness of their local community and the wider world through the topics provided. They enjoy learning about other countries and are very interested in the animal kingdom, whether dinosaurs, mini beasts or jungle animals. The collage work displayed and the work in folders show a wide range of opportunities to learn.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are able to use a range of tools and equipment with confidence and control, such as spatulas, brushes and magnifying glasses. They are developing an awareness of their physical needs, such as a healthy diet, good hygiene practice and exercise. They move around confidently both inside and outside, however the opportunities for physical development outside are restricted by the lack of a hard surface play area when the grass is wet.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to use a wide range of materials to create pictures, models and collages. They discover how to make and mix colours. Some craft activities are adult led but the children are still able to make the work their own. They enjoy singing and using musical instruments, and use their imaginations through role play or when playing with sand, water or pasta.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- consider how mathematical development could be enhanced through the use of number and language in everyday situations
- ensure children regularly access the outdoor area to develop their gross motor physical skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.