



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 509204

DfES Number: 512458

INSPECTION DETAILS

Inspection Date 26/11/2003
Inspector Name Georgina Walker

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Woodlands PDN
Setting Address 194 Duffield Road
 Derby
 Derbyshire
 DE22 1BJ

REGISTERED PROVIDER DETAILS

Name Mrs Suzanne Pratt

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

Woodland Private Day Nursery opened in 1991. It operates from a converted period residence on Duffield Road, Derby. The children are accommodated over two floors in age appropriate group play rooms, with adjacent changing and toilet facilities. There is a safely enclosed rear play area and direct access to the local park. The nursery serves the local community and surrounding county areas.

There are currently 203 children from 0-8 years on the roll. This includes 41 funded 3-year-olds and 11 funded 4-year-olds. Children attend for a variety of sessions. The setting can support children with special needs and those who speak English as an additional language.

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

Forty staff work full or part time with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Seven members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Derby City, Early Years Development and Childcare Partnership (EYDCP) and are members of the Private Day Nurseries Association (PDNA).

How good is the Day Care?

Woodlands Day Nursery provides good quality care for children. They are cared for by a large staff group, many of whom have early years qualifications and all staff attend ongoing training. Staff induction requires improvement but generally they follow the comprehensive policies and procedures, found in a number of files to meet requirements. Staff meet to discuss planning and children's individual needs. The premises which are for the sole use of the nursery, are well resourced and maintained. Children's craftwork is valued as part of the displays and provides a welcoming environment for children and their parents.

There is an awareness of safety and behaviour management expectations, although some staff inconsistently follow policy and procedures. Few accidents occur and children demonstrate an understanding of the need for good hygiene practices and older children have direct access to hand washing facilities after messy play and before meals. Staff encourage healthy eating by providing a varied menu and meet individual needs. Children with special needs have been accommodated previously.

Children have opportunities to access a stimulating range and balance of activities which promotes their welfare and develops their capabilities. They are generally observed to enjoy the activities in the playrooms, especially the younger children upstairs and those cared for in the conservatory. Children are given opportunities to choose their own activities and request others. Resources to promote diversity within society are evident. Staff are interested in what the children do and encourage them to learn, when not involved in addressing behaviour management issues. A very small number of over fives attend the out of school club and their needs are addressed with age appropriate activities. A safely enclosed, well resourced outdoor play area is available. Partnerships with parents are good. They are provided with comprehensive information.

What has improved since the last inspection?

At the previous inspection the setting agreed to write a number of policies and procedures. They were to include who was the designated person responsible for behaviour management and child protection issues. They were to request written parental consent for the taking of photos/videos and seeking medical advice. All these have been written and implemented to ensure the well being and safety of the children.

Meal time procedures were to be changed to ensure more hygienic practice and develop children's independence. Plates have been provided for snack times and older children go to a serving table for seconds but do not serve themselves. This ensures children have enhanced good hygiene practices but have not fully developed their independence.

What is being done well?

- Children have access to an excellent range of resources throughout the nursery. Plans indicate the activities cover the whole curriculum. Equipment is of suitable design, well maintained and conforms to safety standards and helps to create a stimulating environment.
- Provision for children in the conservatory and upstairs is very good. Staff create calm atmospheres and give attention to meeting the individual needs of the babies and children. They plan activities to give the children interesting sensory experiences.
- Children are provided with regular drinks and food, in adequate quantities, which are healthy and nutritious and meet individual need.
- Staff are encouraged to access and update their training and/ or

qualifications, which ensures the children are cared for by a majority of qualified staff. Relevant staff have attended training on the birth to three curriculum.

- Parents are provided with a good variety of ongoing information and access to their child's developmental records, ensuring individual needs are met.

What needs to be improved?

- the organisation of the setting to prevent disruption to children's learning
- implementation of the operational plan, policies and procedures
- procedures, in relation to fire evacuation plan.

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	Consider the organisation of the use of rooms to ensure children's needs are met effectively.
2	Ensure all staff consistently implements the operational plan to ensure the safety, welfare and development of the children.
6	Increase the fire evacuation drills.
6	Ensure staff consistently conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks by inserting the electrical socket covers in all areas.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all six areas of the curriculum. They have access to an excellent range of resources to enhance their learning which currently is inhibited due to a lack of knowledge by the new staff group to execute the extensive planning. Some children's social and independence skills are limited.

The quality of teaching is generally good. Staff provide a wide range of themes and topics to encourage children to learn about their surroundings and the wider community. Staff recognise the need for training on the curriculum and evaluation to help plan for children's future needs. Staff are encouraged and committed to accessing training and the ongoing monitoring of documentation. Staff have knowledge of special educational needs, have integrated children previously and address individual needs. They foster children's spiritual, moral, social and cultural development.

Leadership and management is generally good. The owner is generally available and delegates day to day management of the setting. Staff meetings regularly occur. Discussion on activities, routines and children's needs are currently utmost and staff are committed to the improvement of children's care and education.

Partnerships with parents are generally good, information is regularly shared, but not always on a consistent basis.

What is being done well?

- Children's imaginary play is extended by the role play area being presented in many ways. They organise each other in the role play "surgery" and go on holiday using the doctor's bag as a suitcase and bandages as belts to strap the suitcase to their body. Other children demonstrate the use of items such as stethoscopes.
- Children's craft work is valued and effectively displayed. They have daily opportunities to follow the planned themes. For example the Winter /Christmas theme leads to developing many skills, use of scissors, cutting through folded paper to create snowflakes which when opened up are spread with glue and sprinkled with glitter. Concentration resulting in an expression of wonder and show of delight at the shape made, and praise from staff leads to some children's request to make another.
- Planning to cover all areas of learning is well developed and an excellent supply of resources are available to extend children's experiences.

What needs to be improved?

- the consolidation of the staff group and their access to training to ensure they have the knowledge to implement the extensive planning to extend children's learning
- the consideration given to the routine and use of playrooms to ensure children have regular and free access to the resources and their learning is not inhibited
- the social skills and independence of the children
- the consistency of methods used to share knowledge, development and assessment records with parents.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. Staff were asked to provide more opportunities for more able children to solve problems, develop children's awareness of sound and letters and provide additional opportunities to develop children's imagination during play and craft activities.

The action plan and subsequent curriculum planning indicates this has been instigated but was not consistently evident in practice. The staff group who work with funded children has completely changed since the last inspection and two of the four members were new on the day of inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Many children are interested and motivated to learn and have a developing awareness of their own needs and feelings. Most are confident to try new experiences, discuss issues and ask questions. They are generally forming relationships and engage in co-operative play, although some children do not demonstrate a good understanding of what is right and wrong. Personal independence opportunities are sometimes missed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children generally interact with each other and the adults present. Some extend imaginary play. They use speech to organise each other in the role play "surgery" and go on holiday using the doctor's bag as a suitcase. Books are available but presented in a way which does not encourage use and respect. Children are inconsistently encouraged to write during play, both formally on their crafts, worksheets or during free play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to develop mathematical language and concepts from the extensive activities planned and access to an excellent range of resources. Many have a developing awareness of counting one to ten, adding and subtracting to three to allow them to queue and subsequently have a turn on the swing. Currently there are many missed opportunities to extend their knowledge of calculating, shape and measuring.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have daily opportunities to explore, investigate, design and make from an excellent range of resources during planned activities. They are developing an understanding of place, cultures and beliefs by studying different topics. They are able to reflect on past events and outings to such places as a windmill, which was linked to a previous topic. Due to a restrictive routine children have limited access to working technology, which includes a computer.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing age appropriate skills using small equipment such as narrow paint brushes, pencils and scissors. They move with confidence around the resources and sloping outdoor play areas, including when there is frost on the ground. They have inconsistent opportunities to extend their throwing, catching, balancing skills. They are developing an awareness of staying healthy and how their body changes in different weather conditions.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities, for short periods each day, to explore media and materials and create in two and three dimensions. Their work is valued and is effectively displayed. Musical and acting opportunities are planned but inconsistently provided. Many children extend their own imaginary play in pairs or small groups when using the role play and outdoor areas. They respond to sensory experiences, express their feelings and show delight.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- consolidate the staff group and ensure they access training to implement the extensive planning which extends children's learning;
- consider the routine and use of playrooms to ensure children have regular and free access to the resources and their learning is not inhibited;
- increase the social skills and independence of children;
- develop consistent methods to share development and assessment records with parents.

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.