



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 113839

DfES Number: 549024

INSPECTION DETAILS

Inspection Date 13/05/2004
Inspector Name Alison Jane Williams

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Woodstock Day Nursery
Setting Address 1 Farncombe Road
 Worthing
 West Sussex
 BN11 2BE

REGISTERED PROVIDER DETAILS

Name Mrs Anne Colbourne

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

Woodstock Day Nursery is situated to the east of the town centre of Worthing, and serves children from all surrounding areas. The nursery is part of the Nestledown Child Care Ltd group and a manager is employed to be responsible for the management and day-to-day organisation of the provision. The Nursery is based within a converted Victorian house and there is an enclosed garden available for outside play. The Nursery is open term all year round Monday to Friday, excluding public holidays, from 07.30 until 18.00. It is the policy of the Nursery to accept children from 6 weeks old. At the time of the inspection, 64 children were on the register, including 16 three year olds and 11 four year olds who are in receipt of funding. The group are able to offer appropriate support to children with a recognised special educational need or who speak English as an additional language. At the time of the inspection, 13 members of staff were employed to work with the children. Ten members of staff hold early years qualifications and three are working towards a relevant qualification. The group receives support from the Early Years Development Childcare Partnership. Nestledown Child Care Ltd has received the Investors In People award.

How good is the Day Care?

Woodstock Day Nursery provides good quality care for children.

The staff are well qualified and experienced to care for children and have updated their knowledge and understanding in a variety of areas through training courses attended. Thorough procedures for appointing and vetting staff are in place.

Policies and procedures are in place, which underpin the day-to-day running of the nursery, and these are conformed to in practice. Most documentation is in place. Space and resources are organised imaginatively to meet children's needs effectively. The nursery provides a warm and welcoming environment for all children, parents and carers and children are happy, confident and well behaved.

Staff take sound steps to ensure children's safety, and regular risk assessments are

undertaken. Hygiene procedures and practices promote the good health of children and throughout the daily routine, children are encouraged to have an awareness of personal hygiene. Children are provided with regular drinks and the nursery promotes healthy eating when offering meals and snacks. Children are treated as individuals. Staff have a positive attitude towards caring for children with special needs and have an appropriate understanding of child protection issues and procedures.

Children take part in a stimulating and varied programme of activities and outings. Children are actively involved in their learning. Staff act as a facilitator to children's play and their understanding is extended through discussion. Children are involved, interested and enjoy their play. Suitable procedures are in place for managing children's behaviour.

Staff work in partnership with parents, they share information daily regarding the children. Excellent procedures are in place to ensure that individual children's progress and development is recorded and shared with parents.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The organisation of the nursery is effective. The manager is experienced and has a good understanding of her role and responsibilities. There is a positive commitment to staff development and staff are supported in identifying their own training needs and attending courses and workshops. Relevant induction procedures and opportunities to receive further training help staff develop their skills and ensure they are meeting children's individual needs within the provision.
- The nursery provides a bright, attractive, child centred environment with posters, displays, photographs and examples of the children's work presented throughout the premises. Consistent daily routines help children feel confident and secure. Space and resources are used creatively to provide a stimulating, orderly and supportive environment for children. The group provides rich opportunities for aesthetic awareness. Children are encouraged to explore by touching, smelling, listening to and looking at a wide range of natural and man made objects in a unique sensory room. The garden is used imaginatively to provide a variety of activities and play opportunities. Children can move about freely and enjoy a range of physical activities and are able to explore and learn as they play with sand, water and earth. Children are provided with opportunities to study living and growing things as they plant and care for flowers and vegetables.
- The nursery provides cooked meals. Sample menus inform parents of meal choices available and meals are adapted to meet individual children's needs. Children make a contribution to the group by being involved in the purchasing and preparation of snacks. Snack time is organised to encourage children's

independence and through experiments and discussion children can discover how different food tastes and where food comes from. Staff work with parents to meet the needs of children with special dietary requirements and children who are being weaned on to solid foods

An aspect of outstanding practice:

Staff have good interpersonal skills, which are used to establish beneficial relationships with parents. They liaise closely with parents and have on going discussion and give daily feedback to ensure individual children's needs are met. Detailed care diaries record all information regarding care required and provided, and new information is displayed daily within the nursery on what children have been doing. The nursery has good procedures for the settling in of new children. Staff work in partnership with parents with regards to introductory visits, to ensure children are happy and confident, before they are left on their own. Parents are given a handbook which contains policies, procedures and relevant information about the nursery at registration. Parents are kept well informed about the provision via parents notice board and regular newsletters and information is shared regarding the policies and practices of the group. Parents are welcomed into the group to share their knowledge, skills and interests with the children.

What needs to be improved?

- procedures to ensure written parental consent is obtained to seek emergency medication treatment or advice
- the procedure for recording pre-existing injuries

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
14	Ensure that all records relating to day care are in place

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

How effective is the nursery education?

The provision for nursery education at Woodstock Day Nursery is very good. It enables children to make very good progress in all areas of learning. There is a high standard of leadership and management, and partnership with parents; teaching is consistently good and staff continue to update their knowledge of the early learning goals.

There is a strong commitment to maintaining standards and evaluating practice, staff work effectively as a team. There is efficient organisation and relevant delegation.

Staff are committed to the free flow concept of learning for children, they plan and organise activities and allow children to make decisions. They support and manage children well, they are excellent role models and promote the caring ethos of the nursery.

The leadership and management of the nursery show experience and perception; there is enthusiasm for new ideas and for involving all staff and children in a balanced holistic approach to child care. The manager has substantial knowledge of the Foundation Stage of Learning and provides excellent planning to incorporate the early learning goals. Children's learning is continually evaluated and new systems for assessment are in place to maintain the high standards.

The nursery provides comprehensive information for parents; there are meaningful explanations for all children's stages of learning and ample information on planned activities. Parents are informed of their child's key worker and regular meetings take place; the nursery manager is also planning to liaise with parents monthly. The nominated Special Educational Needs Co-ordinator links regularly with parents and other agencies to provide support. Staff are keen to involve parents and to create a partnership. All children's individual records are accessible to parents.

What is being done well?

- The planning and organisation includes sensible procedures for combining children of different age groups at quieter times of the day, this enables children to learn from each other and promotes the caring ethos of the nursery.
- The operational plan makes full use of all areas within the nursery, including the sensory room. Children are competent at negotiating all levels indoors and use the well designed garden with enthusiasm.
- The free flow concept gives children individual choice, they have time to extend their activities and can make decisions, fully supported and encouraged by the staff.

What needs to be improved?

- the assessment system.

What has improved since the last inspection?

The Nursery has made very good progress since the last inspection. Action plans were required to improve children's access to a wider range of materials and tools to encourage writing; to increase opportunities for children to know about everyday technology and to provide further development in scientific learning through exploration and investigation.

The nursery has established a mark making area which is continually available to older children for free play and used during role play and imaginary games. A wide variety of creative materials are used regularly and children's work is displayed.

Plans are in place to enable children to use a computer twice a week and calculators are regularly available. The nursery also has a communication resource box with 6 sets of headphones to use with audio tapes.

The garden offers ample resources for scientific learning. Children are able to dig, plant and water; collect mini-beasts to investigate in bug boxes and complete observational drawings. The weather is also regularly observed. Children have access to a sensory room, which is evolving and an interest table which is often seasonal.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

There is a strong, caring ethos throughout the nursery; children are encouraged to assist each other and to form relationships. They are interested, excited and confident, they have ample opportunities to learn independence and to take responsibility for themselves. Staff promote and extend children's imaginary play with spontaneity. There are excellent methods to evaluate and reward behaviour; many topics and themes are used to promote personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a thorough introduction to reading and writing; the written word is celebrated throughout the nursery and included creatively in the garden. Staff and children communicate continually; language is used to widen children's experiences and to explore ideas and feelings. Staff link sounds and letters, they introduce children to new words through planned themes, topics and stories. Children are beginning to learn how to form letters and to write.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with number recognition and staff include many opportunities for counting in planned and spontaneous activities. Numbers are used meaningfully in wall displays and imaginatively in the garden. Children are introduced to a variety of mathematical language and are beginning to use it to understand different concepts and comparisons and to solve problems. There is substantial equipment to develop mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A variety of themes and topics are planned and included to give children opportunities to experience other cultures and traditions in a simple way. Local visits are imaginatively linked with activities and children are reminded through photographs and pictures. The garden offers a rich variety of natural resources for children, from planting and growing to responsibility for the rabbit; the excellent design gives children freedom to explore and investigate.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently throughout the nursery, they are aware of control and manage well. They show consideration to others and assist each other at times. Children are stimulated by the freedom of the garden and enthusiastic to use all areas, they manage the variety of play equipment with co-ordination. Children's learning of health and bodily awareness is extended through books, topics and conversation and planned activities include regular use of every day tools.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have freedom to be creative, they are given time to extend their craft activities and are encouraged to explore with colours and materials. Their work is celebrated. They enjoy a well balanced variety of activities which promote creative learning. There are regular opportunities for singing, drama, role play and stories. Children are encouraged, by the staff's enthusiasm, to express their thoughts and feelings.

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:

- continue to implement the new assessment system to sustain the high quality of education provided

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.