



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251810

DfES Number: 548034

INSPECTION DETAILS

Inspection Date	08/12/2004
Inspector Name	Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Woodpeckers Nursery
Setting Address	Melford Road Sudbury Suffolk CO10 1XT

REGISTERED PROVIDER DETAILS

Name	Woodpeckers Nursery 4063196
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ORGANISATION DETAILS

Name	Woodpeckers Nursery
Address	Melford Road Sudbury Suffolk CO10 1XT

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

Woodpeckers Nursery opened in January 2001 and operates from three rooms in a converted building. It is situated by the water meadows on the outskirts of Sudbury. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 109 children aged from birth to under 8 years on roll. Of these 23 children receive funding for nursery education. Children come from a wide catchment area including the town of Sudbury and surrounding villages. The nursery currently supports a few children with Special Educational Needs, and who speak English as an additional language.

The nursery employs 18 staff, which includes the cook and an office worker. There are 12 of the staff, including the owners and room managers, who have appropriate early years qualifications. There are 2 staff currently working towards an early years qualification.

How good is the Day Care?

Woodpeckers Nursery provides good care for children. The high adult ratios and level of trained staff present each day ensures children are cared for in a safe and secure environment where their individual needs are met very well. The experience of the staff enables them to provide a warm and welcoming environment where children are valued and their self esteem fostered. The creative use of space and storage of play equipment allows children independent choice of resources. All relevant paperwork is in place and maintained to a high standard.

The staff promote good hygiene practices throughout the nursery and act in the child's best interests if they are poorly. A regular comprehensive risk assessment is conducted indoors, however, outdoors could be improved. Children are provided with a healthy range of foods and individual dietary needs are handled with extreme care to prevent allergic reactions occurring. The staff's knowledge of behaviour

management and child protection training maintains the children's welfare. The nominated special educational needs coordinator in each room ensures that children receive individual care according to their needs.

Children throughout the nursery benefit from a wide range of interesting and stimulating activities. Staff effectively plan activities to support the younger children's development by using Birth to Three Matters. All children are encouraged to become confident and independent and have a sense of belonging to the nursery community. The staff manage children's behaviour well and give them lots of appropriate praise and encouragement. Children experience an environment rich in images of a multi cultural society helping them to develop an awareness of similarities and differences.

The partnership with parents is very good. They receive very clear well written information about the setting and the termly open day encourages them to spend time talking to the staff and finding out how their child is developing.

What has improved since the last inspection?

At the last inspection the provider agreed to complete several actions. The documentation has been developed to include all policies and procedures necessary for the smooth running of the group, the safety of the children and communication with parents.

A key worker system has been developed and direct observations of the children are used to plan the next step for individual children. All staff have completed the vetting process and the room leaders have completed the NVQ level 3 qualification, which enables the staff to provide an effective caring and safe environment for children. Children's independence is now encouraged during meal times in the Butterfly room.

Resources that show positive images of a multi cultural society are available in the baby room enabling them to develop an awareness of similarities and differences whilst attending the nursery.

What is being done well?

- The space has been creatively organised to provide a warm welcome to both parent and child. The personal greeting given to each family as they arrive ensures they feel valued and part of the nursery 'family'. The staff in the rooms are very friendly, and committed to providing a safe and secure environment for children. The information given to parents as their child moves to the next room provides reassurance that their child will continue to be valued and well looked after.
- The wide range of good quality equipment and play resources ensures children's individual needs are well met. There are ample cots for babies to sleep in, those who are full-time have their own designated one providing familiarity and security. The range of toys in the toddler room enables each child to begin to understand about sharing and taking turns amicably. The variety and creative display of resources in the preschool room promotes children's overall development and fosters independence.

- The clear documentation and operational plan enables staff to maintain the aims and objectives of the setting ensuring children are cared for in a safe and secure environment.
- The healthy nutritious home cooked lunch and the sociable meal times encourages children to develop healthy eating patterns and learn about their own and others cultural social practices.

An aspect of outstanding practice:

The planning of activities for the under threes is very well supported by the use of the Birth to Three Matters pack. Staff also use the information in the pack to demonstrate to parents what children might be learning when experiencing specific types of play. For example, the heuristic play basket. (Standard 3)

What needs to be improved?

- the complaints procedure so that it includes the postal address of Ofsted
- the minimising of hazards outdoors.

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
6	Ensure the perimeter fence in the garden does not pose a hazard to children.

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 Woodpeckers Nursery is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff provide an effective and interesting learning environment for the children, which is rich in labelling and attractive displays of the children's work to foster their self esteem and feeling of belonging. Very good open ended questioning is used to enable children to demonstrate what they know and explore ideas. The staff's understanding of how children learn and the low level storage of resources enables the children to make choices and promote their independence very well. Support for children with special educational needs is good.

The assessment records are effectively used to identify the child's next step and inform the short term planning to promote their progress towards the early learning goals.

Leadership and management is very good. The high priority given to training ensures staff know how to provide a stimulating environment using meaningful activities to help children learn. The vision of the owners and enthusiasm of the manager ensures staff are motivated and work well as a team.

The partnership with parents is very good. They receive information about the planned curriculum in well written newsletters and can view the detailed plans in the play room. Good use is made of the Sure Start Foundation Stage video to help parents understand about this stage in their child's development. Staff update parents on their child's progress during termly open days and when ever the parents request to see their child's assessment records.

What is being done well?

- The staff provide a very good stimulating environment for children. They promote a child-centred approach, allowing children time to explore and investigate through a balance of self-chosen and adult guided activities.
- There are many resources available to children, some set out on the tables and around the room, others on low level shelving or in boxes from which children can make choices and become independent learners. The valuable core activities such as sand, water and role play are accessible for long periods of time to support children's learning.
- The children are developing very good simple calculation skills through a variety of meaningful activities. They sing rhymes using imaginative props, for example the water tray as a pond for 5 little ducks, to help them understand subtraction and addition.
- Children have developed, good communication skills. They confidently initiate

conversations amongst themselves and the adults. They use talk for a variety of purposes to communicate their ideas, describe what they are doing, negotiate roles in co-operative play and explore actions during imaginative play.

What needs to be improved?

- the outdoors to promote all areas of learning in the wintertime
- the further development of children's recording of observations and investigations using mathematical solutions

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing high levels of self esteem and a sense of belonging to the nursery community. They talk freely about their home and family and take pride in showing new family members to the nursery. Children have developed very good trusting relationships with each other and the adults. They use social conventions spontaneously and greet with joy friends as they arrive each day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's conversational skills are very good. They pay particular attention to the listener and take turns talking when in large groups. Children enjoy looking at books and handle them very carefully. They use books for reference purposes and sit quietly listening intently to a story in small and large groups. Children recognise their name and many can accurately write it forming the letters correctly. They participate in meaningful writing activities for example, party invitations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently and accurately count 10 objects and above from a group of items. They also recognise mistakes when made and correct the error. Children use their fingers to represent number when participating in songs and rhymes accurately taking away one and calling out how many left. They use mathematical language in their play for example, bigger and smaller and recognise simple shapes accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a wide range of man made and natural materials and objects. The sand is used to stimulate their curiosity using natural objects such as wood, fir cones and shells. They use their senses to explore objects and talk about how they feel. Good use is made of the hotel garden to look at nature. Children confidently talk about the past, present and future. They recall significant events using language for the present and past accurately.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good control over their bodies. They run, jump, throw balls and use large equipment like bikes and scooters with extremely good control. Their hand to eye co-ordination has developed well. Children confidently thread pasta onto wool and use scissors safely. They are recognising that personal hygiene is important and that running around outside with coats on makes you hot.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour using a variety of painting techniques. They use the correct ones to represent objects. They enjoy participating in songs and rhymes accompanying themselves with musical instruments. Children use the resources creatively to express their ideas and experiences. They design vehicles, robots and flowers using bricks, octagons and mobilo. Children draw figures to represent their family members and accurately differentiate the size.	
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:

- There are no significant weaknesses to report, however further consideration should be given to the following;
- develop children's recording of investigations and observations using mathematical solutions.

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.