



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205409

DfES Number: 516420

INSPECTION DETAILS

Inspection Date	13/04/2004
Inspector Name	Rachel Wyatt

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Woodgreen Day Nursery
Setting Address	1 Trotshill Lane East Warndon Worcester Worcestershire WR4 0HX

REGISTERED PROVIDER DETAILS

Name	Mrs Mary Tee
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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

Woodgreen Day Nursery opened in 1995. It is located in a two storey detached building in its own grounds on the eastern edge of Worcester City. As a result of a recently completed new playroom, all children under three years are looked after on the ground floor. Three and four year-olds are looked after on the first floor, with other children in the nursery having opportunities to use the creative play and quiet areas. There is an enclosed outside play area, part of which has been developed for the provision of Forest School type activities, and there are plans to develop the grassed area of the garden for children's play. There are also opportunities for children to go on local walks, and on-site car parking facilities are available for staff and parents.

There are currently 106 children under 5 years of age on roll. This includes 27 funded 3-year-olds and 13 funded 4-year-olds. Children are accepted into the nursery from the age of three months, and they attend for a variety of sessions. Support is available for children with special needs, and the group supports children who speak English as an additional language.

The group opens 5 days a week all year round, closing for Bank holidays. Sessions are from 08:00 until 18:00.

There are currently 23 full time and part time staff working with the children. Of these 20 have, or are working towards, early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership, and is regularly represented at local early years partnership meetings. The nursery is a member of the National Day Nursery Association.

How good is the Day Care?

Woodgreen Day Nursery provides good care for children. The effective deployment of staff ensures children are supported and sessions run smoothly. Children are settled and relaxed in the child-orientated environment created by attractive displays, colourful décor, child-size furniture and the appropriate layout of activities.

Children enjoy being energetic and adventurous in the regularly and effectively used outside play areas.

Staff are proactive about ensuring children's individual health, dietary and special needs are well met. Children are encouraged to develop independence in seeing to their personal hygiene and other self-care needs. There are a few omissions to some records regarding accidents, medication and consents to seeking emergency medical advice and treatment. Children are well supervised and encouraged to behave safely. Safety procedures are generally satisfactory, apart from the consistency in ensuring accessible electrical sockets are safe. Children are well cared for and enjoy social meal times and snacks.

Children enjoy the good range of activities planned and provided for them. Activities are adapted to suit their stage of development, which means that they all have opportunities to be creative, explore natural materials and join in outside activities. Children relate well to others, they are well behaved and like to be helpful. They have opportunities to make choices, to find out about the natural world and to develop their language and numeracy skills. Staff know the children well, they communicate with them effectively and have a warm rapport with them.

There is an effective partnership with parents. They receive helpful information about the nursery when their child first starts, with follow up letters and information about topics displayed on notice boards. Staff regularly exchange information with parents about their children's activities and progress.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- A good range of topics and activities are planned throughout the nursery and adapted to cater for children's differing developmental needs. Children enjoy the activities provided and the opportunities to explore different textures and materials, to be creative and to take part in various physical activities. Their social and independence skills are developing well through opportunities to relate to and play with others, to be helpful, to make choices, and to develop their own self-care skills.
- Adults have a warm rapport and interact well with the children. They are reassuring, caring and encouraging. Effective communication and questioning helps to develop children's understanding, interest and concentration.
- Children are familiar with, and feel settled in, the comfortable and attractively set up base rooms and play areas. They have access to a good range of toys and equipment to promote their development and learning in all areas, and good use is made of natural resources and physical play equipment outside.

- Children's individual needs are well known by staff who are proactive in providing appropriate support. There are effective procedures for monitoring children's progress, and for liaising with parents and other agencies to ensure there are appropriate strategies to enable children with special needs to fully participate in the provision.
- Parents appreciate the quality of care and provision for their children. They are welcomed in the setting, and regularly receive information about their children's activities and progress.

What needs to be improved?

- the safety of accessible electrical sockets
- the documentation, to include parents' countersigning medication and accident records at all times; and parents written consent to seeking emergency medical advice and treatment.

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	Make sure that electrical sockets are inaccessible to the children.
7	Ensure parents sign all medication and accident records.

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

How effective is the nursery education?

Woodgreen Day Nursery provides generally good nursery education. Children are making very good progress in five of the six areas of learning. They are eager to learn, confident, articulate and sociable, and both imaginative and adventurous.

Teaching is generally good. Staff plan an interesting range of topics and activities to give children appropriate challenges. They encourage choice and ideas, and use explanations and questions to extend children's learning. A very good range of toys and resources promotes children's interest and understanding. Outside play especially, encourages children to be energetic, stimulates their ideas, and enables them to investigate and explore. Provision for children's learning about information technology is unrepresented in planning and assessment records. Support for children with special educational needs is very good, but there are no formal procedures in place regarding advice or support for children with English as an additional language.

Leadership and management are generally good. Managers and staff are enthusiastic about making improvements and initiating ideas to enhance children's learning. Recent developments to outside areas have had a very positive impact on children's learning in all areas of the curriculum. Procedures for assessing strengths and weaknesses include regular contact with a mentor teacher and attendance at early years partnership meetings. However, there are some inconsistencies in carrying out and recording evaluations, and there is no formal internal system in place for ensuring consistency in monitoring and reviewing the effectiveness of the nursery education.

Partnership with parents is very good. Staff and parents discuss children's progress, and parents receive updates about forthcoming topics, activities and developments in the nursery. They are encouraged to be involved in their children's learning, especially by sharing their skills and by bringing in items of interest.

What is being done well?

- Children's appreciation of the natural world is very well fostered in the nursery. They have opportunities to explore different materials, observe changes and growth, and to participate in many activities outside.
- Children are interested and enthusiastic, eager to take part in the activities and topics provided for them. They often initiate ideas and devise their own games. With effective adult support this often leads to sustained and involved activities and play, with children making complex structures, extending their physical skills and playing imaginatively.
- Children are confident speakers and listen attentively. They enjoy

discussions, responding to often challenging questions and explanations. They are making very good progress in recognising letter sounds, some letters and simple words, including their names. They count and recognise numbers in familiar contexts and enjoy practical number problems.

- Staff work well together to provide children with a varied range of interesting activities. A good selection of toys and resources and the staff's enthusiastic approach creates a stimulating environment for children.

What needs to be improved?

- the opportunities for children to use information technology to support their learning and to develop relevant skills
- the availability of information and procedures regarding support for children with English as an additional language
- the arrangements for recording outcomes of evaluations and for monitoring the effectiveness of the nursery's education provision.

What has improved since the last inspection?

At the last inspection there were no significant weaknesses. The setting agreed to two points of development regarding improving the range and variety of musical instruments and books available for children, and ensuring they had adequate opportunities to choose and initiate their own activities.

Very good progress has been made in addressing these issues. Children have access to a good range of musical instruments, which they use regularly, including some that are located outside. They recreate aspects of stories through music, and are making good progress in making loud and soft sounds and representing different beats and rhythms. Children also have opportunities to listen to recorded music and to make musical instruments out of different materials.

Children enjoy looking at a good variety of fiction and non-fiction books in the book corner, during activities and when sitting outside. They can look at books independently or share with others, often commenting on features of the stories and pictures.

Staff ensure that curriculum plans and activities are flexible to allow for both adult-led and child-initiated activities. Staff support and encourage children to make choices during routines and sessions. Children often initiate their own ideas and scenarios, and effective adult encouragement, together with access to stimulating toys and equipment, results in them developing exciting and challenging activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and eager to learn. They like to get involved in the activities provided, often concentrating well and they also initiate new ideas. They are confident responding to the adults' support and encouragement. They are well behaved, helpful and relate well to their peers and adults. They often play co-operatively, working together at activities such as construction, and during imaginative play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently during conversations and discussions, and use descriptive language and explanations in response to questions. They know many different letter sounds, often commenting on these. They recognise familiar letters and words including their own name. Many children write recognisable letters and some words. They listen attentively to stories, which often stimulate their ideas and imaginative play. They enjoy looking at books, commenting on features and recalling phrases.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and recognise numbers in familiar contexts up to ten, and sometimes beyond. They engage in simple number problems, comparing more and less than. They are developing an awareness of simple calculations through number rhymes and practical activities involving matching, sorting, adding to and taking away numbers of familiar objects. Children are beginning to use mathematical language appropriately and have opportunities to recognise shapes and to compare and measure different items.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate features of the natural world and natural materials. They learn about growth and life cycles, plant seeds, and compare shapes, numbers and colours in the environment. They make structures out of natural materials, and often make complex models from construction toys and junk materials. Children talk about their families, pets, past events and aspects of the natural world. They have few opportunities to use programmable toys or information technology.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are physically active, often confident and adventurous. They really enjoy opportunities to climb and balance on established play equipment and to experiment with natural obstacles and materials found in the outside area. Children are developing increased control and co-ordination as they use various types of physical play equipment and handle different materials. They have good pencil and scissor control, and are adept at fixing construction toys together.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore texture, shape and colour especially through natural materials and also through their paintings and drawings. They play imaginatively, both in the designated role-play area and spontaneously, such as turning the climbing frame into a pirates' ship. They act out different roles and re-enact stories. Children enjoy joining in songs and action rhymes, and are developing an understanding of rhythm and beat through playing different musical instruments and listening to music.	

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

- Provide opportunities for children to learn about everyday uses of technology, and for them to use simple equipment and programmes to support their learning and to develop their skills.
- Develop existing arrangements for evaluating and monitoring the effectiveness of the setting's nursery education provision, to include some formal recording to ensure consistency in meeting staff development needs and in informing future plans.

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.