



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 120326

DfES Number: 511352

### INSPECTION DETAILS

Inspection Date 07/01/2005  
Inspector Name Mandy Gannon

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Woodlands Day Nursery  
Setting Address Portsmouth Road  
Frimley  
Camberley  
Surrey  
GU16 7UJ

### REGISTERED PROVIDER DETAILS

Name Frimley Park Hospital NHS Trust

### ORGANISATION DETAILS

Name Frimley Park Hospital NHS Trust  
Address Woodlands Day Nursery, Frimley Park Hospital  
Portsmouth Road, Frimley  
Camberley  
Surrey  
GU16 7UJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 was founded in 1991. It operates from purpose-built accommodation in the grounds of Frimley Park Hospital. It provides a childcare service to the employees of Frimley Park Hospital NHS Trust and the Ministry of Defence. The children are separated into age appropriate groups and there is a self-contained baby unit.

There are currently 137 children on roll. This includes 37 funded children, 31 funded 3-year-olds and 6 funded 4-year-olds. The nursery has consideration for children with special needs and has two children who have English as an additional language.

The nursery opens five days a week from 06:45-18:30.

The nursery have 26 staff. There are 4 members of staff work who work directly with the funded children; of these, 2 hold relevant qualifications in teaching and early years. The other 2 staff are currently unqualified, although in the process of training.

The nursery receives support from the Early Years Partnership.

## 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 Woodlands Day Nursery is acceptable and of good quality. Children are making generally good progress towards the early learning goals and are making very good progress in a number of areas of learning.

The quality of teaching is generally good. Staff plan effectively to cover all areas of learning. A good variety of activities which are appropriate for different ages and stages of development are provided, although there is insufficient detail in planning as to how activities may be adapted for children with special needs or extended for older or more able children. Some staff are continuing to develop their understanding of the Foundation Stage. Some staff are skilled at developing children's language through questioning, although opportunities are missed by others. A secure understanding of the stepping stones is shown in activities planned, curriculum planning and in discussion with the staff involved.

Leadership and management are generally good and staff are encouraged to attend training. The supervisors use their observations to monitor how well children are progressing. However, not all staff are involved and have a limited understanding of the Foundation Stage, missing opportunities to support and develop children's learning.

Partnership with parents is very good. Parents feel welcomed and well informed. They are encouraged to share information and are involved in the parent's committee. Information evenings are provided to inform parents about the Foundation Stage and how children learn. They receive regular newsletters and information about forthcoming topics. They are able to take library books home to share with their child. Staff speak to parents daily and exchange and share information.

### What is being done well?

- Children make good relationships with each other and adults. They are happy and settled; they are sensitive to others needs. They support each other, offering to help a younger, less confident child when pouring their water. They take turns and share resources, such as when trying to build a bridge outside. They take it in turns to express their ideas as how they could mend it. One child supports the bridge whilst another goes to get more blocks.
- Children learn to use numbers in everyday practical activities. Many can count to ten and beyond. Good activities are provided for calculating through practical activities. For example they count plates out at snack time, 'How many plates do you need on your table?' A child counts children and forgets herself. She asks for four plates, and counts with a member of staff four plates. She gives out plates, 'Oh no!', 'What's the matter?', 'I forgot me!', 'How many more do you need?', 'One more please'.

- Children access a good range of activities to learn from first hand experiences and aid them to learn using their senses. They enjoy using a feely bag and describe what they feel, such as, 'It's bumpy and long, it feels crunchy', when describing a sweet box tray.

#### **What needs to be improved?**

- opportunities for children to read familiar words, to increase their knowledge of letters and the phonic sounds.
- planning, to show how activities can be adapted for children with special needs or extended for older or more able children.
- staff's involvement in planning and to gain more knowledge of the Foundation Stage.

#### **What has improved since the last inspection?**

The day nursery has made generally good progress towards addressing the issues from the previous inspection. At the last inspection the key issues were:

to provide information in planning to suggest how activities may be adapted for children with special needs, or extended to provide sufficient challenge for children who complete tasks quickly; to monitor resources, especially the replacement or repair of worn or popular books. In planning, information is not provided to suggest how activities may be adapted or extended and although some staff are aware of how to adapt activities this does not support less experienced staff. Children enjoy books and use with enthusiasm and independence, they handle with care and staff monitor and replace books when necessary.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate to each other and adults. They are well behaved and considerate to others. They support and encouragement to each other. For example, an older child offered to pour water for a younger less confident child. They share toys and resources. Children show good concentration skills and express their needs and ideas confidently to adults. They are developing their confidence and can work independently at many tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have many opportunities to practise emergent writing in their play. They are gaining confidence and engage easily in conversation with each other and adults. They explore new words and some staff extend children's vocabulary and ask questions to make them think. Children enjoy books on an informal basis and use with enjoyment and enthusiasm. There are missed opportunities to introduce letters and phonic sounds and to read familiar words.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities for calculating through practical activities. They learn to use numbers in everyday play situations and are encouraged to count and recognise numerals, for example, when parking cars in numbered parking bays in the garden, making and selling burgers at 'McDonalds' stall in the garden. Many children can count to ten and beyond. Good practical activities are provided to extend and develop mathematical development including positioning, size and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use resources in everyday play situations to encourage children to investigate, construct and assemble. They use magnifying glasses to look at the world around them, build with bricks and assemble with Meccano. Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions. Children experience a good range of activities to learn from first hand experiences, and aid them to learn using their senses.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident in their independence skills. They pour their own milk, select activities and show a good awareness of basic hygiene. Children show good co-ordination and spatial awareness. They ride bikes, scooting along with confidence avoiding obstacles. Children access a range of tools and activities to enhance their physical development. They are able to control pencils, scissors and other tools with growing confidence. They balance and climb having access to suitable equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children respond enthusiastically to new experiences. Children feel items in a feely bag. They describe what an object feels like and are confident in communicating their thoughts and feelings. Children express their ideas freely through a good range of activities including role-play, creative ideas and movement. Children sing simple songs with growing confidence and participate in action songs.

**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 to introduce letters and phonic sounds in everyday activities, and for children to be able to read familiar words.
- include information in the planning of children's activities, to show how these may be adapted for children with special needs or extended for older or more able children.
- allow additional staff involvement in the planning and assessment within the setting, and to increase their knowledge of the Foundation Stage.

*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.*