

Woodberry Day Nursery

Inspection report for early years provision

Unique reference number	135424
Inspection date	01/09/2010
Inspector	ISP Inspection
Setting address	63 Church Hill, WINCHMORE HILL, London, N21 1LE
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Woodberry Day Nursery has been operating since June 2000; it is part of the Childbase Nurseries organisation. The nursery is situated close to transport facilities and local amenities. The building was converted and modified to provide facilities for day care. The building consist of four play rooms, nappy changing facilities, quiet/sleep rooms, and a sensory room on the ground floor. There are two play rooms, toilet facilities and a conservatory area on the first floor. A secure outdoor area is available for play opportunities.

The nursery's opening hours are from Mondays to Fridays during the times of 8.00 am to 18:00 all year round, offering full and part time care.

The setting is registered to care for a maximum of 80 children in the early years age range. There are currently 110 children from nought to five years on roll. The setting provides support for children with additional needs who speak English as an additional language.

There is a total of 29 child care staff, at more than half hold appropriate childcare qualifications. Support on early years education is obtained from educational coordinators (Childbase LTD) and the early years development and childcare partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the setting provides effectively for children in the Early Years Foundation Stage; as a result most are making good progress in their learning and development. Overall, planning is effective and there are strong policies and procedures in place that contribute towards promoting children's learning and welfare. Staff work exceptionally well in partnership with parents and engage with a range of professional agencies to ensure that each child's needs are successfully met. The setting has a positive attitude to improvement and is aware of their key strengths with some areas they wish to develop further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- refine current systems of observation, assessment and evaluation to ensure that the next steps in children learning are clearly identified
- strengthen staff practice to ensure that teaching methods used are consistent throughout the setting
- maximize the opportunities for children to use their home language in their

play and learning

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting is good. The management team has a clear vision for providing the best care for all children which is well supported by the staff who work well as a team. In addition there are vigorous systems in place to promote the health and safety of the setting, including a detailed and thorough risk assessment. Rigorous recruitment and vetting procedures are in place to ensure that all staff have the required skills and are suitable to work with children. The safeguarding policy is effectively implemented within the staff induction training and staff demonstrate a good knowledge and understanding of this.

High ratios are maintained, which benefits children because of the good quality interactions they share with staff. Staff are experienced and well qualified. They work well together providing a secure and harmonious atmosphere. Opportunities for staff development are good and the majority of staff attend training both in-house and with the local authority, although further support is needed in order for staff with their additional duties in order for them to carry out their roles effectively.

The setting has a strong focus on engaging with its users and as a result excellent partnerships have been established with parents, contributing towards children's sense of well-being and contentment. Parents receive regular updates about the setting and attend regular parents' meetings where staff talk to them about the curriculum and the excellent progress that children are making in their development. Display boards, television screen displaying children at play, training evenings and parent forums also help to keep them in touch with the setting. In addition the nursery works with a range of professional agencies, such as Health visitors, the Area SENCO and the local authority partnership.

There is a strong value placed on linguistic diversity; children with English as an additional language benefit from staff that speak the same languages as them, although gaps in practice means that sometimes this is not consistently implemented and as a result they do not always have the same opportunities to use their home language in their play and learning.

The systems of self-evaluation are used to good effect in identifying clear targets to bring about continuous improvement within the setting. All staff are involved in an appraisal system which enables them to identify their individual strengths, weaknesses and training needs. Future plans are well targeted to improve the outcomes for all children. They are currently exploring ways to improving the provision of equality and diversity throughout the setting.

The quality and standards of the early years provision and outcomes for children

Children are happy and thrive for in this rich and stimulating environment that is well resourced and maintained. Staff create a warm and welcoming learning environment where children and families feel welcome. They demonstrate a secure knowledge and understanding of the Foundation Stage curriculum and implement this well. Planned activities are based on children's interest and staff observe, monitor and record the progress children are making, although; the next steps in learning are not always identified.

The emotional and individual needs of babies are met extremely well. Babies receive good levels of care from staff that have appropriate experience and good knowledge of the needs of babies. They have developed secure and trusting relationships with staff and benefit from the secure attachments they have formed with them; they enjoy cuddles and close contact during their play and when they are cradled as they go off to sleep. They enjoy opportunities to satisfy their natural curiosity as they explore the many creative opportunities available. Including, paints, sand, shredded paper and heuristic play. They enjoy the free flow of outdoor activities where they crawl around safely and are free to take risk as they learn to walk as they try to reach the interesting range of resources available.

Opportunities for older children are good. They take part in a varied range of activities across all areas of learning. Outdoor play is featured frequently throughout the day, although located on the first floor of the building the older children have regular opportunities to enjoy fresh air and take part in physical activities through the free flow system in place. The outdoor play area is secure and there is a good range of equipment available. This helps to develop a range of physical skills and promotes children's good health.

Children are developing early writing skills, there are good examples of lettering displayed and good opportunities to write for different purposes and have good access to a range of writing resources which they select independently. Children frequently visit the book area and enjoy looking at books independently and listen attentively when staff read to them.

Their health and well-being are promoted; staff consistently implement good hygiene practices to prevent the spread of infection. They wear gloves and protective clothing when changing nappies and when handling food. Healthy eating is promoted through the provision of nutritious and balanced meals and children have good access to individual bottles of fresh drinking water which they can help themselves to when they are thirsty. High priority is given to ensure that dietary needs are well catered for and staff assume excellent hygiene practices which are they pass onto the children.

Children are very well behaved because they are actively engaged in the interesting activities provided which are aimed at their interests. They play well with peers, share and take turns and are considerate of each other. Staff regularly listen to and praise them, which promotes their self-esteem and confidence. Most

respond appropriately with open ended questions which maximize learning opportunities in play. However, this is not always consistent of all staff when engaging in some planned activities

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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