

Woodlands Day Nursery

Inspection report for early years provision

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23/09/2010

Inspector

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Setting address

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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

Woodlands Day Nursery was founded in 1991. It operates from purpose-built accommodation in the grounds of Frimley Park Hospital, near Camberley, Surrey. 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. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It can care for a maximum of 84 children under eight years at any one time, of whom all may be in the early years age range. There are currently 184 children on roll. This includes 40 funded children. The nursery supports children with special educational needs and/or disabilities and those who have English as an additional language. The nursery opens five days a week from 6:45am to 6.30pm. It has 23 permanent members of staff and, of these, 21 hold early years qualifications. Professional development is ongoing for all staff. The nursery receives support from the Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and spend their time learning through fun, play activities at the nursery, where they are sensitively supported by kind, caring staff. All children are welcomed and included in nursery life with written policies in place promoting inclusive practice. Staff have a good understanding of children's individual needs and work effectively together to ensure their needs are met. The nursery's capacity for continuous improvement is very good. All recommendations made at the previous inspection have been addressed and management and staff review practice on an ongoing basis and plan for development so outcomes for children are regularly improved.

What steps need to be taken to improve provision further?

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

- value linguistic diversity by providing children with opportunities to develop and use their home languages in their play and learning
- consider ways of developing partnerships with others involved in children's care and education to ensure consistent practice is applied in meeting children's individual needs.

The effectiveness of leadership and management of the early years provision

The nursery provides a safe, stimulating environment for children. Staff have a good understanding of their roles and responsibilities and work together to ensure children are happy and sessions run smoothly. Children's welfare is safeguarded as staff are confident with the procedures to follow with any child protection concerns. All staff are vetted and have attended safeguarding training. Visitors to the nursery are recorded and the premises are kept secure with a key-pad entry system. Staff carry out daily safety checks of the nursery environment and risk assessment records are maintained. Space is utilised well and children's work is displayed throughout the nursery, for example their garden designs and marble painting, to show them their efforts are valued. A wide range of age appropriate toys and activities, which promote skill development in all areas, are freely accessible to children, both indoors and outside. Children have fun and play well and all are treated with equal concern by staff. They develop in independence as they choose what they play with and whether they play indoors or in the outdoor area.

Positive partnerships with parents contribute to children's well-being. Parents are kept well informed about their child's learning and development through both a daily verbal and written exchange of information. Formal parents' evenings offer opportunities for parents to gain more insight into their child's learning and development. Parents confirm they are happy with the care provided for their children at the nursery. The nursery works in partnership with outside agencies to support children with special educational needs and/or disabilities but have no formal system to ensure partnerships are established with other carers children may have. The nursery has completed a detailed self-evaluation reflecting on their practice and identifying areas for improvement. The outside play areas have been improved since the last inspection and children enjoy free-flow play between their base room and its adjoining outside area. Professional development is ongoing with staff continually developing their knowledge and skills through relevant early years training.

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

Staff have a good understanding of children's needs gained through discussion with parents and observations, and discussion with, children. All staff are involved in planning for children's progression in skills. Children's development records show regular observations are made on them and used to inform planning their next steps in learning. Children's development towards the early learning goals is clearly tracked. Children are confident and sociable and show a good motivation to learn as they actively occupy themselves moving from one activity to another. Older children order their thoughts well before speaking, with younger children repeating new words after staff to reinforce their vocabulary. Children have good opportunities to practise their mark making skills through access to appropriate

resources both indoors and out. They develop an awareness of print carrying meaning as they listen to stories and through print displayed in the nursery, although there are no key word labels reflecting all children's known languages. Children are confident with numbers and carefully count the six shapes they play with. They recognise and name the different shapes and respond correctly when staff ask if they can name the different colours of the shapes. Children learn about the passage of time as they talk about what day of the week it is at group time, with staff reinforcing the spoken word with a flash card showing the current day. She introduces children to sign language as she shows them the Makaton sign for Thursday. Children develop their understanding of technology as they sit at the computer and manipulate the mouse to move the cursor around the screen. They learn about the natural world, for example, through growing plants.

Children develop an understanding of a healthy lifestyle as they have opportunities for regular exercise and fresh air and are provided with a balanced, variety of healthy snacks and meals. They demonstrate good balance as they walk across large building blocks and younger children happily sit on wheeled toys and use their legs to propel themselves around. They sit together to eat a variety of fruits at snack time with staff allowing children to eat at their pace. Children experience a variety of different foods as part of their celebrations of different cultures. Children understand and follow routine hygiene practice and wash their hands after messy play and before eating. Staff follow good hygiene procedures and wear gloves and aprons when changing nappies and ensure the changing mat is cleaned after use. Staff ensure babies' own routines are followed and babies play happily knowing there are familiar faces around them. Children enjoy creative activities and freely paint, model with dough and use their imagination well during role play. They develop an understanding of how to keep themselves safe as they take part in fire drills and staff ensure they use tools safely within the nursery, for example as they help prepare fruit at snack time. Children behave very well as they are well supported in developing their future skills, playing amicably with their friends and independently.

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	3
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