

# Scotts Wood Private Day Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	253428
<b>Inspection date</b>	01/02/2011
<b>Inspector</b>	Janice Walker
<b>Setting address</b>	1 Selby Road, West Bridgford, Nottingham, Nottinghamshire, NG2 7BP
<b>Telephone number</b>	0115 981 2980
<b>Email</b>	
<b>Type of setting</b>	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**

Scotts Wood Private Day Nursery Ltd became registered in 1997. It is one of two settings owned by a private provider and operates from a converted house in West Bridgford, near Nottingham. Access to the provision is up four steps. Children are cared for in six rooms depending on their age and level of ability. The younger children are cared for in ground floor rooms, as they increase in age and ability they progress to and through the rooms on the first floor to the pre-school room on the second floor. There is a safely enclosed, part-covered, outdoor play area with a sectioned-off area for younger children. The setting serves families from the local and surrounding area. There are strong links with local schools.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 53 children under the age of eight years, all of whom may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years. It is open from 8am until 6pm, each week day, all year round, closing only for public holidays. Children attend a variety of sessions each week depending on the individual requirements of each family. There are currently 74 children on roll all of whom are in the early years age range.

The setting employs 20 staff to work with the children. 18 staff hold an appropriate early years qualification. The manager has an honours degree in early childhood studies and two staff are currently working towards Early Years Professional Status. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a safe, welcoming and stimulating environment for children where each of them is valued as an individual. Positive and friendly relationships with parents and strong links with local schools and other professionals contribute well towards ensuring that every child's welfare and learning needs are met. Consequently, all children make good progress in their learning and development. The management team are strongly committed to the continuous improvement of the provision and are making good use of self- evaluation to support this.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information regarding which parent or carer a child normally lives with is recorded for each child attending (Documentation)

14/02/2011

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

- review the use of space on the first floor in order to extend and improve opportunities for child-initiated activities
- extend the range of information shared with parents at the outset in order to establish clear starting points for children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a safe and comfortable setting with good levels of security in place. Staff are well deployed to ensure children are supervised effectively. Risk assessments contain a good level of detail and, along with daily checking procedures, help to ensure that potential hazards are identified and minimised. Staff have a good understanding of their responsibilities relating to safeguarding, strongly supported by the readily available 'at-a-glance' guides in each room and regular training. The designated person has recently updated her training to ensure she has up to date information regarding her responsibilities, resulting in children being very well protected. Children are further safeguarded due to robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. The clear and regularly reviewed practices, procedures and policies are clearly understood and implemented by the staff team, contributing to the safe and efficient management of the nursery. Required documentation is in place although some specific information relating to which parent a child lives with, is not recorded and this is a specific legal requirement.

Parents highly value the positive relationships they develop with staff. They receive detailed information about the nursery on admission through settling-in visits and the parents' information pack and staff seek useful information about their children to enable them to respond to their individual needs. Ongoing information is provided on notice boards and regular newsletters and children's progress is shared daily, both verbally and in the daily diaries. Parents are involved in decision making through the use of questionnaires and ongoing verbal communication along with invitations to contribute ideas for activities and resources. The nursery has effective relationships with other professionals to support continuity and consistency of care and learning and strong links with the local schools support a smooth transition when children move on.

Resources throughout are good and easily accessible. Along with the warm and friendly staff team this creates a welcoming and friendly environment where children are settled and happy. However, best use is not always made of available space to maximise learning opportunities, particularly with regard to child-initiated play. For some children there is limited choice regarding the range of activities available and opportunities for them to make their own selections regarding their play are restricted. The nursery has acted on all the recommendations made at the last inspection resulting in the safety of young children being better promoted outdoors and children's progress more effectively supported and monitored. Staff demonstrate a strong desire to continually improve the outcomes for children.

They regularly attend training to update and extend their skills and abilities and good systems are in place to share newly acquired knowledge and influence practice. The effective system of self-evaluation which includes input from parent and children ensures all aspects of the provision are monitored and evaluated, therefore supporting ongoing improvement.

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

Children are settled and content in the nursery. All staff have a secure understanding of how children learn through play and plan a varied and interesting range of activities to support their progress in their learning and development. Staff undertake ongoing observations of children and build a picture of their interests and abilities and the knowledge gained is well use to influence planning. Activities planned around favourite television programmes, animals and books result in children being interested and actively engaged. However, information shared with parents at the outset does not yet extend to include details about what children can already do, which means that clear starting points for learning are not established as swiftly as is possible. Children show high levels of self-assurance. They confidently interact with adults and their peers and make their needs as wishes known as they request additional toys, favourite stories and second helpings of meals.

All children are valued for their uniqueness and the removable photographs of each child's family reinforce the strong links with home. They begin to learn about differences and diversity through planned activities linked to festivals and the positive images portrayed around the environment. They have good opportunities to explore their creativity; young babies are allowed to disregard the brush when painting and encouraged to explore the consistency of the paint and make patterns with their hands and fingers. Pre-school children progress to using paints to expressing their response to music. These children also enjoy weekly outings to the local wooded park where they explore, climb, build dens and re-enact favourite stories, bringing a new dimension to their learning.

High priority is given to children's welfare needs. Children develop good relationships with the warm and caring staff team supporting them to feel safe and secure. They learn about possible dangers and how to stay safe through discussions and activities, for example linked to road safety and fire safety. Visits from the fire and ambulance services provide opportunities for further discussion and reinforce their learning. Daily routines are also well used to reinforce safety awareness, such as negotiating stairs and counting all those present prior to outings. Good hygiene practices across the provision, such as those relating to the arrangements for sleeping and for changing nappies, help to minimise the risk of spreading infection. Children follow hygiene routines well, such as washing their hands before meals and after using the toilet. High priority is given to promoting healthy eating. The on-site cook prepares a wide variety of appetising meals using locally sourced, fresh and often organic ingredients. Meticulous detail is paid to the nutritional value of foods and also to children's individual dietary requirements to

ensure each child has a healthy well-balanced, nutritional meal.

All children enjoy morning and afternoon sessions outdoors in the well-equipped garden. Here they not only enjoy planned activities such as planting seeds, water painting and organised games but enjoy good opportunities to develop their coordination through running, climbing and balancing. Children behave very well and are polite and well mannered. They receive high levels of attention from staff who are good role models and are engaged in interesting activities. Daily routines, such as tidy up times, along with gentle reminders from staff, encourage them to take care of their toys and play materials. Small group times support them well in developing abilities of taking turns, sharing and respecting the needs of their friends. These skills will support them well in developing the skills they need for future learning.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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