

# Woodstock Day Nursery

Inspection report for early years provision

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**Unique reference number** 113839  
**Inspection date** 22/02/2011  
**Inspector** Daphne Prescott

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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*.

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## Description of the setting

Woodstock Day Nursery is run by the Nestledown Child Care Ltd. It opened in 2000 and operates from four rooms in a converted Victorian house in Worthing, West Sussex. All children share access to a secure enclosed outdoor play area.

A maximum of 44 children aged from six weeks to the end of the early years age group may attend the setting at anyone time. The nursery is open each weekday from 7:30am to 6pm for 52 weeks of the year.

There are currently 84 children on roll, attending different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The setting is registered on the Early Years Register.

The nursery employs 20 members of staff, of these 18 hold appropriate childcare qualifications and two staff are working towards a childcare qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are extremely valued as individuals and are warmly welcomed into the setting. Children are provided with a good range of interesting and stimulating activities which ensures they are progressing well in all areas of their learning and development. Excellent partnerships with parents and other professionals ensure information relating to individual children's progress and needs is shared successfully. Overall, all the required documentation is in place. The setting has effective systems in place to evaluate and monitor the provision to continuously develop their practice to further improve outcomes for children.

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

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

- develop further the record of risk assessment for outings to include the steps taken to minimise potential hazards

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

The setting provides a secure and safe environment for all the children to play and learn. They are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. There are risk assessments in place for outings that the children take part in. However, the record for outings does not include the steps taken to minimise potential hazards. The manager and staff team have a good understanding of the signs of abuse and neglect, and have clear procedures in place to act professionally if there are any concerns about a child. There is robust recruitment and vetting procedures in place and these are used to assess staff suitability to work with children.

The manager and all staff work effectively as a team to provide good quality care and education for children. The successful deployment of staff around the rooms ensures children's safety is monitored and their learning and development is supported appropriately. Good quality resources are also freely accessible helping children to make independent choices. The setting passionately promotes equality and diversity by ensuring that all children and their families are truly valued and respected. The effective key person system enables staff to gain very good knowledge and understanding of the background and needs of all the children from their parents. The setting works extremely well with other agencies to offer exceptional support to children with additional needs. Where necessary, staff modify and offer extra support so that all children can participate and are not excluded. They also provide excellent support for children with English as an additional language. For example, they find out about key words used at home and display words in different languages to effectively communicate with the children and their families. This creates a highly inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The staff team have also forged effective links with the local schools; consequently children are very well supported in their transition to school.

Partnership with parents is outstanding. The setting is extremely committed to working in partnership with parents. They are fully valued as partners and the settings effective engagement with parents contributes towards ensuring the needs of all the children are met. There is a routine exchange of information about each child on a daily basis, and detailed written reports for younger children are also issued. The setting keeps parents extremely well informed of their children's progress and the friendly approach enables parents to share their knowledge of their children with the staff. They can also attend parent forum's to share information and ideas. Parents are pleased that their children are happy and making good progress; they say the setting provides good quality care for their children.

The manager has a very clear vision of how she intends to develop the work of the setting and enhance the existing good practice for the benefit of the children. She is able to communicate her ambitions effectively to staff, who share her enthusiasm. Self-evaluation of the work of the setting is ongoing. Areas of strengths and weaknesses are identified, and strategies devised to bring about

improvement. Parents also have the opportunity to make their views known by completing questionnaires as part of the evaluation process. The recommendations from the last inspection have been successfully addressed.

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

Children are cared for in a welcoming environment where the whole team work very well together to provide a stimulating environment for the children to learn and develop. The staff team use their knowledge of the Early Years Foundation Stage to ensure plans are fun and challenging for the children. Their knowledge of each individual child allows them to incorporate children's interests and ideas into daily plans. This individualised planning helps to narrow the achievement gaps and sustain all the children's progress. The staff team observe the children at play, and assess their stage of development. The next step in each child's individual learning journey is identified, along with the child's particular interests.

Children become active learners, as they are curious and keen to engage in activities. They are developing their early writing skills and have good access to a range of writing resources which they select independently. Children are making good progress in their communication, language and literacy development. They enjoy listening to stories as staff's purposeful discussions help to develop children's language and encourage them to question and think critically. This enables children to establish key skills to support their future learning. Children's creative development is given very good attention as they express their own ideas using a variety of art equipment. For example, they paint their own creations of the different forms of transport and create their own designs using clay. Trips to the local railway station follows children's interest about transport and also helps children learn about the local environment and people within the community. They know how to operate simple equipment as they use touch screen computers and are able to use the mouse and press the keyboard on the computer. Younger children take part in problem-solving activities such as constructing from different shaped bricks. They have a great time laughing and having fun as they energetically join in action songs and thoroughly enjoy singing with their friends. Babies play with a quality range of toys and experiences that promotes the development of their senses. For example, they investigate the sounds and textures of various objects. Staff provide good support and spend time supporting babies play experiences. They ensure that the daily routine is planned according to their individual needs and at their own pace. As a result, babies are very happy and feel secure. Children begin to learn about the wider world and develop an in-depth understanding of diversity. This is achieved through making artefacts and trying food associated with a range of festivals.

Children are beginning to understand about healthy lifestyles as they enjoy a range of healthy snacks, freshly prepared meals and drinks regularly throughout the day. All children and staff sit down together for meals, which helps to create an enjoyable and social occasion. Children's independence is promoted as, when possible, they serve themselves with food. Good health is assured as they have

regular opportunities to play outdoors; they wear appropriate outdoor clothing such as wellington boots, gloves and hats, to enable them to go out even when it is colder. Children benefit from the physical exertion of climbing, sliding, peddling, and generally running around outside. Children understand how to keep themselves safe from harm, as they take part in regular fire drills and are gently reminded about safety issues whilst playing in and outdoors. They begin to learn what acceptable behaviour is, and what is expected of them. For example, they learn the importance of sharing toys and taking turns. Good manners are also encouraged. Staff treat children with care and kindness, consequently, the children feel safe and demonstrate this by happily interacting with them as they laugh and have fun together.

## 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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<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	1
The extent to which children develop skills for the future	2

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