

Woodlands Day Nursery

Inspection report for early years provision

Unique reference number	EY235804
Inspection date	23/02/2011
Inspector	Alison Edwards

Setting address	1 Park Road, Birstall, Leicester, Leicestershire, LE4 3AX
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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 registered in 2002. It is a privately operated nursery. It operates from a converted residential property in Birstall in Leicestershire, serving the local community. Children use playrooms and associated toileting facilities on the ground and first floors. There is an enclosed outdoor area for outside play. The nursery opens each weekday from 8.00am to 6.00 pm for 50 weeks of the year. It is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 73 children under the age of eight years, all of whom may be in the early years age range at any one time. It is also registered on the voluntary part of the Childcare Register to care for older children. It receives funding to provide nursery education to children aged three and four years. There are currently 110 children on roll, all in the early years age range. Including the manager, there are currently 18 regular childcare staff. Of these, 17 are qualified to at least Level 3, including one who is qualified at Level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely settled and very engaged in their play in this very welcoming and well-organised nursery, where their individuality is highly valued. Staff work extremely well with parents and other agencies to ensure that they have an excellent understanding of how to support each child's welfare and development. They make extremely effective use of their ongoing assessments of children's changing abilities and interests to plan for their future progress. Consequently, children make significant gains in their learning taking account of their starting points. Leadership and management of the nursery is extremely effective in promoting the continuing improvement in order to enhance the existing excellent quality of provision for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing further positive ways to help challenge children's thinking about diversity and encourage them to embrace individual and cultural differences from an early age.

The effectiveness of leadership and management of the early years provision

Comprehensive recruitment and vetting procedures ensure that those working with children are suitable to do so. There is a very high proportion of fully qualified staff. Robust induction procedures, together with detailed and regularly reviewed policies and procedures, ensure that all staff have a very clear understanding of

their roles and responsibilities. A combination of internal and external training and workshops provides updated training for all staff on issues such as safeguarding. Consequently, staff have a thorough understanding of what abuse and neglect are, and of how to act in children's best interests in the event of any concerns or allegations. The nursery has experience of working very effectively in collaboration with other relevant agencies to promote children's welfare and well-being. Essential records relating to individual children's medical and dietary requirements are used very effectively to ensure that all those involved in children's care very clearly understand how to meet their specific needs. Extremely systematic and detailed risk assessments underpin practical arrangements for children's safety on the premises and on outings. The nursery has put great effort into a recent major redevelopment of its outdoor play provision. This now provides excellent scope for all children to make links in their learning through active and challenging play and first hand experiences. For example, girls and boys enjoy using the large pirate ship, confidently clambering between its different levels, and extending their imaginative, social and communication skills to develop their pretend play.

The nursery has established excellent relationships with local schools to which children progress, and is pro-active in developing links with other early years settings which children attend, such as nurseries. Excellent arrangements are in place to promote highly positive relationships with parents. Very informative display boards, information packs and newsletters provide frequently updated information about the nursery as a whole, whilst the recent introduction of room books helps parents gain an excellent understanding of the individual aspects of each area of the nursery. Parental comments indicate extremely high levels of confidence and appreciation of staff's knowledge and understanding of each child's individual needs, preferences and abilities. They value opportunities to share and contribute to records of children's progress, and value well-targeted suggestions for ways to make links with children's learning at home. The nursery gives very high priority to keeping parents well informed of any changes within the management and staff teams, so helping to ensure there is an excellent shared awareness of arrangements for children's care. A parent alliance enables parents and carers to become closely involved and contribute their views to key decision-making processes within the nursery. Staff often show an excellent practical understanding of the value of continuously reviewing the effectiveness of their planning and provision. For example, they enhance toddlers' sustained and purposeful pretend play through carefully reviewing their use of accessories such as play foods and crockery. Management and staff work very closely together to rigorously review current practice and to identify clearly targeted opportunities for further professional development.

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

The nursery gives very high priority to promoting children's healthy lifestyle. Very varied and carefully planned menus promote children's enjoyment of healthy balanced meals. Where possible, these include ingredients which children help to grow in the nursery garden, such as leeks and broad beans. Children across the

age range benefit greatly from use of the extensive and recently redesigned outdoor play areas providing excellent opportunities for stimulating and challenging outdoor learning. For example, younger babies enjoy the sights and sounds of the outdoor environment as they safely begin to explore their mobility on an area of artificial turf. Older children develop their sensory awareness as they investigate how to create different sounds from percussion stations made of different materials. They develop their balance and coordination skills as they clamber, crawl and slide using challenging and exciting climbing equipment. Staff are very effective in promoting toddlers' pride in their self-care skills and bodily awareness as they very sensitively promote their independence in toileting. Activities such as using a timer when cleaning giant teeth with a giant toothbrush help children gain an excellent understanding of how to keep themselves healthy.

Children across the age range consistently show a strong sense of security within the nursery. Staff are very responsive to younger babies' gestures and vocalisations, for example during nappy changing. This ensures children feel confident and valued from an early age. Older children develop excellent skills of cooperation and negotiation, for example as they purposefully create road and rail layouts together, or as they take turns in a magnetic fishing game. Children gain an excellent awareness of safety and responsibility in the wider community. For example, toddlers talk about the meaning of red and green signals at road crossings, whilst older children demonstrate an excellent awareness of road safety issues in their sustained pretend play with vehicles and road layouts. Staff have an excellent awareness of each child's individual background and needs. They already incorporate a wide range of planned adult-led experiences and activities reflecting different cultures and lifestyles. However, the management team recognises that there is still scope to extend the provision of positive images to challenge children's thinking and help them embrace all aspects of diversity from an early age.

Staff use their excellent knowledge of children's individual abilities and interests to plan and provide a very varied and stimulating range of experiences. These help children make very strong progress in their learning, and establish an extremely secure foundation for their future skills. For example, children across the age range are often absorbed when sharing books and stories with adults. They are confident in their independent use of books, with older children readily using picture cues to identify character's feelings or to anticipate future events. Staff actively and systematically encourage children's growing interest in sound and letter correspondence, and extend their confidence and ability in forming recognisable and meaningful marks and symbols in their play. Children develop excellent skills in using spoken language to express their own ideas, and to develop their reasoning and logic, for example, as they predict the effect of magnets on different objects. Children develop an excellent practical awareness of shape, size and position, for example as they move purposefully through, under and over challenging outdoor play equipment, or as they design and build increasingly complex models with construction sets. They show excellent practical problem-solving skills when sorting and combining items such as toy train carriages or plastic animals. The extremely stimulating and varied outdoor play environment provides children with excellent opportunities to learn about the natural environment, for example as they talk knowledgeably about caring for plants, or as they investigate the habitats of small creatures such as ladybirds and snails. Children are actively involved in their local

community through visits to local facilities such as libraries, and through participation in fund-raising and charitable events. They develop an excellent awareness of everyday technology from an early age. For example, babies purposefully explore cause and effect toys, whilst older children progress to sustained and independent use of a varied range of well-chosen computer programs supporting all areas of their development. Children across the age range greatly enjoy exploring a varied selection of musical instruments, and participate with enthusiasm in a range of favourite songs. They enjoy using all their senses to explore their environment, for example, as they feel the texture of fresh snow when making marks and designs. Children know that their creativity is highly valued because the nursery makes very extensive use of their independent drawings, paintings and collages to create attractive and welcoming displays.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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