

The Woodrows Nursery

Inspection report for early years provision

Unique reference number EY321291
Inspection date 10/03/2011
Inspector Sarah Williams

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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

The Woodrows Nursery opened in 2006. It is registered by Ofsted on the Early Years Register. The setting operates from a community hall in Clacton on Sea, Essex. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 9am to 4pm during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 63 children from two to five years on roll.

The nursery employs 11 staff. 10 of the staff, including the manager, hold appropriate early years qualifications with one member of staff working towards a Level 2/Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding progress towards the early learning goals as they are cared for in a well structured environment and have excellent activities and opportunities which support their all round development. Children are seen as unique individuals. A highly effective partnership with parents ensures a two-way flow of meaningful information to support children's care and welfare. The owner and senior staff share a positive vision for the future development of the setting and strive for continuous improvement.

What steps need to be taken to improve provision further?

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

- introducing focused opportunities for children to develop their ideas about the local community, for example, by visiting local shops and amenities to purchase supplies and experience road safety, handling money and interacting with people outside the setting.

The effectiveness of leadership and management of the early years provision

Leadership and management is very well developed at the setting; the owner and senior staff have experience and vision and their aspirations for quality through continuous improvement and a strong commitment to equality and diversity are very evident. Realistic and achievable aims are identified within the self-evaluation and shared by all staff. All children's individual needs are met well, through exceptionally strong and effective working partnerships with parents and other agencies involved in the care of the children.

All resources, including the dedicated and well qualified staff team, are very well-utilised to ensure a seamless, well-paced session for the children. The recruitment and appraisal system is thorough and effective in addressing the individual's professional development needs and assessing ongoing suitability of staff. Clear and well-presented policies and procedures are in place to underpin the setting's practices with regard to safeguarding. Child protection training is maintained, and a clear induction programme is in place for new staff. The strong emphasis on keeping children safe and secure is also evidenced through the thorough risk assessments in place which ensure that the building and resources are maintained to a high standard, keeping children safe and secure.

Well thought out and robust systems are in place with regard to partnership working. This ensures every child receives a high level of individual support throughout their attendance, for example, from various outside professionals, such as, a speech therapist or area Special Educational Needs Coordinator.

All staff demonstrate high levels of enthusiasm and a professional outlook, with strong teamwork underpinning their approach and contributing to the setting's success. With high expectations and motivated by the manager and senior staff, the result is that outcomes for the children are exceptional, ensuring they are supported throughout their attendance to reach their potential.

The environment is stimulating, child-friendly and inviting; the colourful and largely child-generated displays are helpful in improving the ambiance of the setting and motivating the children. The furniture, resources and equipment are safe and appropriate for the children's use. Children have use of a well equipped, safe and secure outdoor learning area that they are able to access for free flow play; part of the process of continuous improvement includes upgrading this area and maintaining the resources, such as, the built in 'castle'

The setting promotes equality and diversity and effectively ensures all children integrate well. Systems are in place to support children with additional needs, or English as a second language. This ensures their inclusion and full participation and staff are able to seek outside help from a range of professional services where appropriate. The staff are able to successfully identify and close gaps in learning by focusing the planning to meet specific needs; this feeds into the comprehensive assessment and record-keeping based on meaningful and detailed observations. Planning is shared by all staff and most activities are initiated by the key persons following children's interests and ideas. Regular staff meetings allow for children's interests and needs to be catered for; the staff value the children's participation and respect their contributions, including them in the weekly plans. Activities are designed to be fun and stimulating, adding to the core curriculum which offers continuous provision and is balanced to encompass all areas of learning. Consequently, the outcomes for children are outstanding.

Staff are sensitive to the needs of the families and local community. The setting is fully committed to working in partnership with others. Parents, carers and children are involved in decision-making processes by completing a simple questionnaire. The management value and act upon suggestions made whenever possible.

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

Children make outstanding progress and very much enjoy their time at the setting, responding enthusiastically to the learning opportunities, activities and resources available to them. They engage with the resources showing good concentration and perseverance, for example, a staff member joins in a discussion with children about the farm animals, their characteristics and differences. Children explore the art and craft resources freely, creating collages and paintings or use found materials during junk modelling sessions to make models of their own design. Children show pride and ownership of their work, paintings can be taken home or put on display. Children are curious and spend time experimenting with shaving foam and small toys, as well as, sand and water play with a variety of containers and tubes. The role play area allows children to develop skills as they dress and feed the baby dolls and arrange the home corner to suit their play.

Children develop habits which promote a healthy lifestyle. They are able to enjoy an open snack policy throughout the session of fresh fruit, milk or water which they help themselves to. Children soon become independent and able to recognise their own needs in terms of thirst and appetite. The setting promotes healthy eating by offering guidance to parents with regard to the children's lunches. Simple pictorial cues in the bathroom area remind children of hand washing routines. Children show that they can independently take care of their personal needs, taking a tissue and disposing of it as they need to. Children are reminded to wash their hands at various times, including after they have been involved in messy play. Opportunities to develop motor skills are promoted through the daily free flow play with wheeled toys, balls, stilts and full range of small equipment. During inclement weather, physical play sessions indoors include music and movement and parachute games.

Staff are vigilant and responsive, always on hand to assist as required. They position themselves flexibly throughout the different areas of the setting so as to be supportive yet unobtrusive, allowing children to work and play without dominating them. The result is extremely confident and independent children with a high sense of self and belief in their own abilities.

A book area is available for children who wish to relax and enjoy the books. Outside is a 'story bench' which children also use to look at and share books with their friends or a staff member. Children can also use paper and pencils for spontaneous mark making as part of their play. Their efforts at emergent writing are valued and displayed, creating a sense of belonging.

Circle time starts and rounds off the sessions and is a valuable time for developing the skills of both speaking and listening. Children participate actively by responding to questions and pictures related to the story, naming characters and predicting events. They count the number of children present and practice their phonics making good use of name cards to identify letters and match them to sounds. Their suggestions for songs are welcomed and incorporated flexibly. Children know

that their efforts and achievements are valued, thus building self-esteem.

The activities provided are based on the requirements of the Early Years Foundation Stage and deliver outstanding results for the children, helping them to achieve the early learning goals and ensuring all areas are covered. Observations and photographs build into a comprehensive overview of every child's progress and achievements and identify the next steps in learning. These are carefully monitored for consistency and parents have ample opportunities to discuss and contribute to their child's record; many express this as a positive feature of the group. Children are consistently busy and engaged in their work and play, having largely free choice and time to complete activities and investigations that interest them, thus developing good habits and skills for future learning.

Children make outstanding progress in relation to their starting points and capabilities, working at their own pace with key persons making frequent observations. Children with additional needs or who have English as a second language are very well supported with individual plans which are regularly reviewed. Diligent staff attention and respect for each child's uniqueness ensures all children have a strong sense of belonging and feel safe within the setting. A sensitive approach to individual family circumstances ensure children's individual needs are recognised. Children benefit from this friendly, stimulating and child-focused environment, which allows them to develop in all the six areas of learning, supporting and building their skills for the future.

All staff are highly motivated and embrace training opportunities to improve their knowledge of the Early Years Foundation Stage and other aspects of child care and development. Their enthusiasm and dedication in turn motivates children to learn effectively and supports their all round development in a warm and caring environment.

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	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	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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