

Woodentots Nursery

Inspection report for early years provision

Unique reference number EY254930
Inspection date 08/04/2011
Inspector Coral Hales

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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

Woodentots Day Nursery registered in 2003 and is run by Charlie's Little Angels and is situated in HMS Collingwood Naval Base in Fareham, Hampshire. The nursery provides care for the children of service and civilian personnel who work in the base. The nursery is registered to care for 90 children aged under eight years and is open each week day from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 69 children on roll, 22 of whom receive funding for early years education. There are systems in place to support children who have special educational needs and/or disabilities and for those who have English as an additional language.

The nursery employs 25 members of staff to work directly with the children. Of these, 17 have relevant childcare qualifications and others continue on training programmes. The nursery receives support from the local authority and is a member of Children's Links and the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this exciting, stimulating and fun environment. Staff are very much focused on helping them to make excellent progress in their learning and development and promote their welfare which ensures that all the requirements of the Early Years Foundation Stage are in place. The setting runs very smoothly and the separate groups within it work closely together. An outstanding commitment to maintain continuous improvement is demonstrated by all staff, such as continuing with their professional development. They are full of ideas of how they want the nursery to develop further. Senior staff lead by example, with enthusiasm motivating other staff to provide the best experience they can for all the children. The strong partnerships that staff have with parents and other agencies has a considerable and beneficial impact on the children's achievement and well-being.

What steps need to be taken to improve provision further?

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

- enhancing the resources and activities available outdoors to further enable young children to learn with enjoyment and challenge.

The effectiveness of leadership and management of the early years provision

Child protection is given high priority within the setting and staff have a clear understanding of the signs and symptoms which could cause concern. All staff have completed in house advanced safeguarding training. Thorough risk assessments are used effectively to identify and minimise potential hazards within the premises and during regular activities. These are completed by the staff in each base area to ensure they reflect what they actually do and are supplemented by daily checks to ensure any changes are noted and acted upon if necessary. Recruitment procedures are thorough to ensure new staff are suitable and enhance the skills of the existing team. Impressive staffing ratios allow children to have individual support when necessary to meet their welfare, learning and development needs.

Highly effective management systems ensure that all necessary records, policies and procedures are in place. These are updated when changes are identified and day-to-day paperwork is accurately maintained. Comprehensive self-evaluation successfully reflects the views of children, parents and staff. It demonstrates that management are very aware of what is going on in the nursery, their current strengths and minor weaknesses and provides a clear vision of where they want to go in future. Reflective practice processes and monitoring systems are rigorous and effectively promote continuous improvement. They are conducted by staff members with different responsibilities who can identify the strengths and any weaknesses of different aspects of the provision. Previous actions and recommendations have been fully addressed.

The setting works exceptionally well with parents, carers and other agencies to provide children with an inclusive and welcoming environment. Each child is valued and every effort is made to meet their individual needs, whilst still taking account of the needs of the group as a whole. New families are made to feel very welcome with settling in sessions tailored to their needs; when required information is shared. Regular updates are shared, for example, when children move rooms parents are supplied with a transition document outlining the changes, including the change to their child's key person. Parents have access to an interactive and secure website and this together with newsletters, diaries and displayed notices keeps them well informed and up to date with any new initiatives. They are full of ideas of how they want the nursery to develop further. Senior staff lead by example, with enthusiasm motivating other staff to provide the best experience they can for all the children.

Particularly evident is the excellent use of resources available in most areas of the nursery and the pride that staff and children have in the nursery environment. All areas of the premises are utilised and children can move freely in and out of the garden and this allows them access to large amounts of play space. Staff, children and parents have all been involved in creating exciting plans to further enhance the garden, as some areas are not as well resourced as others.

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

Children are very relaxed, confident and are at the heart of all the nursery routines. Their individual learning styles, likes and interests are well known by staff. The child-centred environment fosters children's natural curiosity and, together with the positive effect of staff's skill and enthusiasm, encourages them to develop a keen desire to learn. Exciting activities are planned to sustain children's interest and involvement. These are challenging but achievable ensuring they remain confident and motivated.

Parents provide very detailed information about their children's interests when they first start at the nursery. This enables staff to plan activities which they will enjoy and helps children to settle easily. Sensitive observations are maintained and staff keep excellent records, including photographs, that monitor each child's progress and plans for next steps in their individual learning. Staff skillfully adapt the activities they provide to meet differing learning needs.

Children enjoy books and are keen to retell familiar stories which they know word for word. Younger ones love to cuddle up with staff in a cosy corner to look at a favourite book, whilst older ones enjoy selecting books and sharing them with others. Excellent labelling of resources develops their understanding of the written word and conveys that words hold meaning. Children love to explore for example, a baby enjoys taking lots of different utensils, such as wooden spoons, pegs and cutlery out of a container and investigates how they work.

Children love playing outside in all weathers and the broad range of equipment in the garden gives them many opportunities for adventure. For example, they ride on bikes and scooters whilst others play football with the staff. They plant flowers and seeds in raised beds in one area of the garden and enjoy using wheelbarrows, buckets and watering cans to ensure plants thrive. The separate baby garden is very well resourced with tunnels, climbing equipment, tents small slides and bikes. Children therefore learn and acquire new skills whilst being supervised by caring and attentive staff. In another area staff and children create a shady den and sit together out of the sun looking at books and chatting happily to each other.

Children behave well and age appropriate strategies used encourage responsibility for their own actions. They are exceptionally confident, inquisitive and enthusiastic and form strong relationships with staff and each other. They understand they are part of a group and share and take turns.

Babies' home routines are followed as much as possible and staff provide lots of reassurance and comforting cuddles. Children of all ages are comfortable about approaching staff for support and excellent relationships with their key members of staff are evident.

All children learn to adopt healthy lifestyles in the nursery through their excellent access to the outdoors, their varied healthy diet, which includes fruit daily and constant drinks. There are very high standards of hygiene for children, staff and the premises to reduce the risk of cross-infection.

Children are very much treated as individuals, for example, careful consideration is given to when they are ready to move rooms with a formal transition process followed and shared with parents. Children behave well and staff are aware of how to handle incidents if they occur taking into account children's age, ability and understanding. Children in all age groups have lots of opportunities to work

together, developing collaborative skills, learning to share and take turns and thus develop skills for future.

Children learn to keep themselves safe through exceptionally well-managed risk. Regular fire drills are held to help children to learn what to do in an emergency and staff help children to be safe when using equipment and resources around the nursery.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met