

# Woodlands Nursery and Preschool

Inspection report for early years provision

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**Unique reference number** EY418823  
**Inspection date** 12/04/2011  
**Inspector** Linda Coccia

**Setting address** Woodlands Nursery & Preschool, 334 Minster Road, Minster on Sea, SHEERNESS, Kent, ME12 3PE  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Woodlands Nursery and Pre-school was registered under new ownership in 2010. It operates from a purpose built nursery in Minster-on-Sea. Children have access to an enclosed outdoor play area. It is open each weekday from 8.00am to 6.00pm, 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 38 children may attend the nursery at any one time. There are currently 70 children aged from birth to under five years on roll, some in part-time places. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The group currently supports a number of children with special educational needs.

There are 14 members of staff, 13 of whom hold appropriate qualifications to at least National Vocational at Level 3. One member of staff is undertaking further training. The setting provides funded early education for three- and four-year olds.

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

Overall the quality of the provision is good.

The nursery is most effective in its use of an outstanding range of excellent quality toys and equipment which help children to learn and progress. Since registration the providers have made some good improvements which have had a positive impact on the children's enjoying and achieving. This shows that that they are able to maintain the continuous improvement of the nursery. Overall, partnership working is good.

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

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

- strengthen the processes for sharing information about children's learning and development and any other relevant information with other setting practitioners? when children attend several settings

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

The providers organise the nursery well. They use a range of good effective procedures to help safeguard children. Comprehensive risk assessments are regularly carried out on the premises and equipment. The provider has a list of staff's Criminal Record Bureau checks. All regulatory paperwork is well maintained by all members of staff. These show that children's well being is promoted. Since

registration the providers and staff have made some good effective changes to the baby rooms and the garden. They evaluated the impact the changes would have on the children which have proved very positive. They have selected sustainable materials for the garden such as the soft flooring and wooden pavilion in the garden. They have also provided the babies with a large open play room and have equipped it with an excellent range of suitably sized furniture and an excellent range of sensory equipment. They have plans to include parent's and children's views in future evaluations. All children have benefitted from the improvements because they have more room to play and more choices of what to play with.

The nursery is inclusive to all children. Adults have a good knowledge of each child's background and individual needs which are effectively recorded and catered for. The two knowledgeable, qualified Special Educational Needs Co-ordinators work closely with parents to help support those children with particular educational needs and/or disabilities. The nursery welcomes visits from a variety of health professionals to see individual children or to provide interesting group activities for all children. A good range of positive images of race and culture can be seen throughout the nursery in the toys, books and in the displayed pictures and posters. Good procedures are in place to help children learn about their differing abilities. Children are supported well and are beginning to understand that all people are different. The nursery has good procedures in place to promote partnership working with a wide range of health professionals. They initiate partnership working with their local primary schools. However, the procedures need strengthening to allow staff to exchange information with other care settings when children attend more than one. Overall, this means that children are supported well. Parents report they are very happy with the service being provided. They state that they receive a good selection of information pertaining to the running of the nursery especially when they enrol. They are able to access their children's observation record whenever they want and can make written comments in it. They have regular conversations with their child's key person. Children receive consistent care because regular discussions of their needs take place. All parents report that the nursery has a warm, homely feel to it and that staff are friendly and approachable.

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

Children arrive at the setting happy and eager to play. They delight in telling staff about themselves. Babies smile at staff and snuggle up for cuddles when they wake up. Although babies are wary of visitors most of the children show confidence in approaching visitors for conversation. These instances all show that children feel safe and secure in the setting. All children are busy with and engaged in their play. The older children initiate their own play and may free flow into the outdoor area taking whatever toys and equipment they want with them. Outside they use an excellent range of sturdy ride on toys which can carry more than one child. These promote sharing and teamwork. Children may relax with books in the small outdoor sensory area or can investigate nature from the pictorial prompts on the fence which encourage them to find or listen to mini beasts and birds. They

use the mini greenhouse and new planting area to propagate seeds for flowers, fruit and vegetables. They can be creative with sand, water and paint. Indoors, children ably use the computer and delight in the various programmes especially the dinosaur one. The cosy book corner is well used and so is the role play area. Most of the older children have good communication skills and can make their needs known to staff. Babies are beginning to communicate verbally but mainly use pointing and babble to express their needs. Children are interested and inquisitive learners who are developing a good range of skills for the future. Staff use initial information about children's interests and abilities to formulate their starting points. These are then used to plan activities for individual children to help them progress in their development and learning. Staff use the Early Years Foundation Stage practice guidance to help them assess children's stage of development following observations and to help them identify each child's next steps. Each next step is transferred back onto the weekly activity planning. The observation record evidence is supported by photographs of children playing and examples of their work. The records show that the majority of children are making good progress towards the early learning goals.

Children are offered an excellent diet of healthy nutritious food which they eat with gusto. The kitchen supervisor holds a relevant catering qualification. She sets the four weekly menus in order that children get an optimum variety of tastes and textures. Children's individual dietary needs are catered for. Babies and very young children appear content and settled because their health, physical and dietary requirements are well met. There are outstanding opportunities for physical play which the children make excellent use of. This means that children are adopting a healthy lifestyle.

Children generally play well together, taking turns and sharing toys and equipment. Any disagreements are managed well by staff using good behaviour management strategies. Children are eager to help staff with small tasks. They all respond well at tidy up times and within a few minutes all items have been cleared away into their relevant boxes. The children have a generally good understanding of safety in the setting because staff challenge children about safety issues, especially those for the garden. This means that children learn about the nursery's rules and can generally explain how to stay safe.

## 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	1
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	1
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

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