

Woodgate Adventure Playground Nursery

Inspection report for early years provision

Unique reference number	EY410683
Inspection date	11/04/2011
Inspector	Lynn Dent
Setting address	Woodgate Resource Centre, 36 Woodgate, Leicester, Leicester, LE3 5GE
Telephone number	07773536300
Email	therally@btinternet.com
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

Woodgate Adventure Playground Nursery was registered in 2010. The nursery operates from one main room in a purpose-built building within the grounds of Woodgate Adventure Playground in Leicester. There is also access to a sensory room, art room and a sports hall on site. All children share access to secure outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 16 children from two to five years at any one time. There are currently 24 children aged from two and a half years to under five years on roll. The setting provides care for children from the local area. The nursery is open each weekday during school term time from 9am to 12pm.

The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting is in receipt of nursery education funding.

The setting employs three staff, all hold appropriate early years qualifications. The person in charge is working towards the Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled in the setting where staff effectively engage them in the well-planned range of stimulating activities and experiences. Overall children make good progress in all areas of learning. All children's individual needs are effectively met due to positive relationships with parents and other professionals. The outdoor play area is well resourced, enabling children's learning to be extended in different ways. The setting is in its infancy which means that the systems for staff appraisals are informal. Effective systems to evaluate practice are secure and the management show a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage children to further develop their independent writing skills during role play and other activities
- formalise the systems for regular staff appraisals.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the management and staff clearly understand how to record and report concerns to the appropriate authorities. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. Systems are in place to ensure that staff inform the management of any changes to their suitability, ensuring that children's welfare continues to be safeguarded. Systems are in place to ensure that staff are encouraged to continue their professional development and to ensure they are suitable to return to work after sick leave. However, the staff appraisal system is informal at present as the setting is in its infancy and time is required for this to be embedded fully into the setting procedures.

Children play in a welcoming and safe environment because staff carry out safety checks each day of the premises and resources. The record of risk assessments shows that staff identify any hazards and take the appropriate action to remove these. For example, the nature area was closed to children when logs became loose on the path. Risk assessments are undertaken before outings and visits ensuring that children are kept safe during these times. The learning environment is effectively organised to allow children to move around different activities and to the outdoor play area. Both the indoor and outdoor play areas are stimulating and well resourced to support all the areas of learning. Planned and free choice activities are set out to entice children to play and initiate their own experiences. Children can easily access toys and resources promoting their independence.

The management and staff explain how the written policies and procedures are implemented to underpin the welfare, learning and development of the children. All required records about the children are in place and stored so that information is secure but readily available at all times. The management and staff use a range of methods to self-evaluate their effectiveness and outcomes are monitored through action plans leading to clear identification of targets for further improvement.

Good relationships with parents benefit the children. Parents receive detailed information about the playgroup at induction and a wealth of information is displayed in the setting for them to read. Daily discussions, the sharing of learning journeys and parents' meetings keep them fully informed of their child's progress and their learning priorities. The playgroup is pro-active in providing activities for parents to extend their children's learning at home. Parents state they feel 'this is important' and that their children benefit from 'being in a small group'. Good partnership working with other agencies, early years providers and schools ensures that inclusive practice and consistency is promoted for all children and to ensure a smooth transition to school.

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

Children feel safe, happy and confident in the nursery because they know the daily routine and staff greet them in a friendly manner. Consequently, they are happy for their parents to leave and quickly settle to the activities provided. Children learn about taking turns as they play games, resulting in harmonious play with their friends at other times. All children learn to adopt safe and responsible practices because staff gently remind them about how to play safely in the sand and when using gardening tools. Children have a good understanding of healthy lifestyles because routine hygiene and healthy diets are promoted throughout the session. Staff take effective steps to prevent the spread of infections by implementing clear procedures when children are ill.

Children are actively engaged because staff move around the room effectively, using toys and resources to support their learning. For example, during role play the staff extend their problem solving skills as they add up and take away when paying for items they buy in the shop. Children have opportunities to make marks and develop their writing skills at the writing table and staff encourage them to write their names on their art work. However, mark-making opportunities are not always extended to role play or other activities, meaning that this is an area where most children are not making as much progress as they could. Children are making good progress in recognising initial sounds and letters. They are positively helped to enjoy books and learn to read because they take part in a book start programme and take these home to share with parents.

Children feel valued as the staff encourage them to talk about what they have been doing at the weekend. Circle time is used to help children learn to listen to their friends and gain confidence in talking in a group, developing their communication skills. Consequently, these are well developed for all children. All children routinely learn to use simple sign language, for example, they sign what the weather is doing each day. Children develop a good understanding of the local community and the wider world through food tasting and other activities as they celebrate cultural events throughout the year. All children feel valued because their home language and differences are positively promoted. Children who speak English as an additional language are effectively supported to learn English because staff commit individual time to each child to promote this.

Staff plan and provide a balanced range of stimulating experiences for the children and evaluate these to ensure that the learning intentions are met. All staff are involved in planning for their key children. Consequently, they receive developmentally appropriate experiences enabling them to make good progress in all the areas of learning. Staff spend time observing the children, recording their progress and identifying their next steps. Consequently, these are useful for future planning. Therefore, the outcomes for the children are good.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

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

Outcomes for children in the Early Years Foundation Stage	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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