

Woodlands Day Nursery

Inspection report for early years provision

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Inspector

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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 is one of 81 nurseries run by Asquith Court Nurseries Limited. It opened in 1997 and operates from four rooms in a converted church school building in Southborough, Tunbridge Wells, Kent. All children share access to a secure enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 65 children in the early years age range, at any one time. There are currently 98 children aged from birth on roll, some in part-time places. The nursery is also registered by Ofsted on both parts of the Childcare Register although not currently taking children in these age ranges.

The nursery has children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 24 members of staff, 14 of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The nursery 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 very welcoming and provides a safe and secure environment where children are given positive support to learn and develop. Overall the planning, assessment and monitoring systems in place support the good progress that the children make. The nursery's own evaluation shows a good understanding of their strengths. In addition they are confident about their awareness of what the nursery needs to do to improve further. Each child is valued as an individual with their care needs met well. The staff work very well as a team and effective communication enables management systems to run smoothly.

What steps need to be taken to improve provision further?

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

- strengthen the assessment and planning systems to clearly identify children's individual next steps, encouraging further input from parents and other providers where appropriate
- improve the monitoring of children's progress from their starting points to show how achievement gaps are identified and narrowed.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues at the nursery with all staff receiving regular child protection training. In depth policies and procedures are implemented consistently, ensuring any concerns are prioritised and dealt with effectively. The excellent recruitment and vetting procedures including the successful induction of new staff helps keep children safe. Extensive and detailed risk assessment records demonstrate the importance the nursery places on having a safe and secure environment whilst providing positive experiences for children. All relevant documentation and required records are in place, well organised and accessible. The nursery are very confident about what they need to do to develop and have been successful in making and sustaining improvements to date. All staff are very involved in the evaluation of the nursery, taking the views of parents and children into account.

Children easily access a broad range of good quality resources throughout the nursery, enabling them to make choices and decisions about their play. The outdoor play environment is excellent with different areas for children to play in or explore. Resources and activities aim to actively promote children's awareness of diversity, helping them understand the society they live in and the wider world. For example, a parent may visit to recite nursery rhymes in their home language or children engage in creating a dragon for Chinese New Year.

The nursery is taking effective steps to improve the monitoring systems that show children's progress from their starting points. This aims to identify where further improvements can be made to overcome and narrow any variations in children's achievements. The key persons have a very good knowledge of each child's background and needs and as a result their individual care needs are met well. In addition, a child's need for additional support is identified as early as possible, enabling the child to get the support they need.

Partnerships with others are well established and make a strong contribution to children's achievement and well-being. Liaison with other providers delivering the Early Years Foundation Stage for particular children takes place. This helps ensure information is regularly shared and used to enable continuity of learning and care. Although the quality of the shared detail relating to children's next steps varies. The nursery is working on improved processes for the identification of children's next steps in their learning.

The nursery has a highly positive, well-established relationship with parents and carers. They are encouraged to share their views and opinions through discussions or questionnaires. Parents and carers are kept well informed about their children's achievements and well-being. However, parents are not actively involved in supporting their child's next steps or contributing to the assessment process. There are very good systems in place, such as displays, newsletters and the web-site for keeping parents well-informed about the nursery.

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

The knowledge that the staff have of the Early Years Foundation Stage promotes children's learning and well-being. Children are being cared for in an interesting, well-equipped, and welcoming environment that reflects the wider community. The staff are enthusiastic, promoting positive attitudes to learning. As a result, the children are motivated and keen to take part in activities. Planned activities are based on well-informed observations and assessments. However it is not always clear what the identified next steps are for the individual child in the current planning systems. Children are making good progress and enjoy their time at the nursery.

Children are becoming active and inquisitive learners. For example a group of young children excitedly look at the tank of tadpoles outside, eagerly trying to count them or note how big they are grown. Nursery children have great fun as they chase and pop bubbles, with the staff developing this interest well into a throwing and catching game with a balloon. The older children are proud to show what letters and numbers they recognise. Children's skills relating to information and communication technology are developing well with the nursery identifying further resources to challenge the more advanced child. Babies actively explore their surroundings with curiosity and interest. As a result, children are well equipped with the skills they need in order to secure their future learning.

The outdoor play opportunities are very good and all children go out throughout the day, although the layout of the nursery means that free flow is not possible. The outdoor environment offers a wide range of experiences such as digging for worms or spiders, smelling the flowers and herbs, caring for the plants and tasting their own grown vegetables. As well as safe space for energetic play or using ride on toys. Staff and children show an exceptional understanding of the importance of following good personal hygiene routines. For example, children need little promoting to wash their hands before eating or after the toilet. The older children confidently explain why they wear sun hats or need sun cream before outdoor play, demonstrating they are well informed about healthy living. The nursery cook provides healthy and nutritious meals, ensuring that children's individual requirements are met at all times.

The older children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. For example, preschool children easily explain what happens in a fire drill and how the babies are evacuated. The excellent safeguarding systems at the nursery are reflected in babies and children showing they feel safe. In particular the high quality adult interactions and exemplary organisation of routines help babies and young children to gain an exceptionally strong sense of security. All children, including babies, display a strong sense of belonging and all appear settled and happy. The strong relationships that develop support good levels of self-esteem.

Children's behaviour is very good and children are beginning to show a good

awareness of responsibility. Relationships throughout the nursery are good and children's behaviour is managed well.

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	1
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	1
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