

# Woodside Children's Nursery

Inspection report for early years provision

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**Unique reference number**

EY299627

**Inspection date**

06/06/2011

**Inspector**

Carly Mooney

**Setting address**

2-4 Hazel Grove, Sleaford, Lincolnshire, NG34 8BG

**Telephone number**

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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**

Woodside Children's Nursery was registered in 2005. It operates from a two-storey premises situated on a housing estate in Sleaford, Lincolnshire. The nursery serves the local area and has strong links with several local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Opening hours are from 7am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 58 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eleven years. The nursery provides funded early education for three and four-year-olds. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications. The manager holds Early Years Professional Status. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children are happy and settled and demonstrate through their behaviour that they feel safe in the setting. They are well provided for by caring and attentive staff who value each child as individuals. They make good progress in their learning and development through participating in a range of stimulating activities and experiences which interest them. Systems to observe and assess children's progress are developing. Secure relationships with parents have been established. Management demonstrate a firm commitment to improving and continuously developing the provision.

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

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

- review the system for recording the arrival and departure of staff and students
- develop further the systems used to observe and assess children's achievements with regard to the types of observations carried out and meaningful next steps identified, increasing parent's opportunities to contribute information about their child's learning at home.

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

Procedures to safeguard children are implemented effectively throughout the nursery by knowledgeable and experienced staff. Regular training is undertaken to ensure staff are aware of the most up-to-date information regarding safeguarding issues. Appropriate checks are carried out to ensure staff are suitable to work with children and they follow a clear induction process, helping them to become familiar with the nursery's policies and procedures. Children play in a safe and secure environment as staff are vigilant regarding safety and deploy themselves well around the setting. Risk assessments are thorough and daily checks ensure any hazards are quickly identified and minimised. Entry to the premises is by finger-print recognition, ensuring that only those staff and current parents in the system can gain access to the premises. A log is kept on the computer and is used to record staff's attendance times. However, in the event of an emergency there is not a record of attendance that is easily accessible and the nursery does not keep a record of student's attendance on the premises. All other documentation necessary for the effective operation of the nursery is kept to a very good standard.

Staff work hard to create an environment both inside and outside that motivates and stimulates children. Children are able to independently access age-appropriate resources from low-level storage, including very young children from baskets placed on the floor. All children spend good quality time outdoors each day and in all weathers due to covered areas and newly acquired weatherproof clothing. A variety of children's artwork and photographs of themselves are displayed within the nursery, which gives children a good sense of belonging. Staff address the needs of the children well due to their clear knowledge of all children and their families.

Parents are made to feel welcome in the setting and receive clear information about their child's day at collection time, both verbally and through daily diaries. Parents are well informed about all aspects of the nursery through newsletters and informative noticeboards. They are encouraged to be actively involved in their child's nursery life and are invited in to carry out activities or provide resources, for example, to deliver a music session and provide Polish food to celebrate their child's birthday. Relevant, clear information is gathered from parents at the beginning regarding their child's care and development, and progress records are available to parents at all times. However, current systems in place for obtaining information regarding children's achievements at home are inconsistent and therefore there is limited evidence of parental input in their child's records. Up-to-date information regarding children's ongoing development, likes and dislikes at home have not been regularly obtained, for example, when a child moves rooms and has a new key worker. Good links have been formed with local schools to aid a smooth transition from nursery to school life.

The nursery is led and managed well by the owner and manager who have built valuable relationships with all members of their staff and offer good support. There

is clear vision for the future and procedures for self-evaluation are effective in monitoring and evaluating the provision. Staff are motivated to attend professional training which enhances their current knowledge and skills.

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

Children enjoy their time in the nursery and are well looked after by caring and attentive staff. For example, a staff member gently strokes the hair of a baby who is feeling unwell as she lays on a mat. Children are supported well in their chosen activities and are developing good self-esteem because staff are attentive and interested in what they have to say. Staff demonstrate a clear understanding of the Early Years Foundation Stage which is delivered effectively through a range of adult-led and child-initiated activities and experiences. As a result, children make good progress in their learning and development. Staff observe children and keep photographic evidence of their play. Key workers know their children well and, from small observations, plan activities for individual children. However, at present they do not carry out detailed observations which allow them to identify specific next steps for individual children's learning.

Older children have good opportunities to develop their independent skills in routine activities such as cutting up an apple or peeling an orange for snack. They learn to effectively take care of their own health issues as they help themselves to tissues to blow their own nose and independently use the toilet. Children help to care for the nursery animals so that they gain an understanding of caring for living things. Children learn to share and take turns from a young age, with gentle reminders from staff. Older children use effective systems such as an egg timer at the computer to help learn this skill. Overall, behaviour is good because children are busy and occupied.

Children play in a word rich environment and show a good appreciation of books which they can access in comfortable book areas within each room. Older babies listen intently to a familiar story and enjoy making the different animal noises as the story is being read, using toy animals to bring the story to life. Older children access writing materials from a well-resourced mark-making area and have good opportunities to recognise their name, for example, on drawers and coat pegs. Children confidently identify the first letter of their name on the computer keyboard and those of other children. Younger children learn about problem-solving through puzzles and construction. Older children develop their counting and early calculation skills through spontaneous activities and good adult support such as building a wall with the bricks outside. For example, they are encouraged by staff to identify how many more bricks they need if they have four but want six, which they do so correctly.

Children learn about the world around them through visits to the local library, a sheep farm and on woodland walks. They learn about the wider world through celebration of festivals such as Chinese New Year. A computer is accessible at all times for older children and resources such as cameras, torches and a CD player they operate themselves helps children to become familiar with technology. All

children enjoy lots of physical play in the garden. Older children are provided with good challenge as they negotiate the climbing wall on the large apparatus or use the logs to balance. Younger children enjoy ride-on toys and access other age-appropriate equipment in their designated garden area. Children have the ability to express their creativity through participating in a range of activities including sand, water and painting both inside and out.

Children's welfare is effectively promoted. Most staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Children learn about healthy eating through the range of balanced and nutritious meals and snacks provided and are beginning to grow their own vegetables in the garden club to gain an understanding of where food comes from. Children participate in safe practices and feel safe and secure in the setting. They demonstrate this through their happy and confident disposition.

## 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	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

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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	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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