

# Woodlands Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	139209
<b>Inspection date</b>	10/06/2011
<b>Inspector</b>	Angela Jackson

<b>Setting address</b>	Woodford Hall, Poplar Close, Ruislip, HA4 7BU
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<b>Type of setting</b>	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 Nursery opened in 1992 and operates from two rooms within a Scout Hall in Ruislip in the London borough of Hillingdon. A maximum of 30 children may attend the nursery at any one time. The nursery opens five days a week excluding weekends and bank holidays from 8am to 6pm. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 72 children aged from two years to under five years on roll. The nursery provides free early education for children aged three and four years. The nursery provides a service for the local community. The nursery supports children with special educational needs /and or disabilities and children who learn English as an additional language.

The nursery employs eight members of staff. Of these, seven hold appropriate early years qualifications and one is working towards an early years qualification. The nursery receives support from the local authority advisory teacher and the area special needs co-ordinator.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an extremely welcoming and inclusive environment for all children and their families. Children make exceptionally rapid progress in their learning and development at this stimulating nursery. Staff have excellent strategies in place to meet the needs of all children, recognising their uniqueness and supporting them so that no group or individual is disadvantaged. Very effective planning and assessment systems are in place to support and enhance children's learning and development. Children benefit from the outstanding partnerships that have been established with their parents, and with other professionals involved within their care. Excellent reflective practice clearly identifies areas for continued progression, which results in well-targeted and sustained improvement to the nursery.

## 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 programme for children's social development by organising group time to ensure children are able to concentrate without disruption.

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

The management team and practitioners have created an exciting place where children are very happy, secure and particularly confident in their environment. They take their responsibilities for safeguarding children very seriously and have a comprehensive policy in place that all staff fully understand and implement. The staff team are extremely clear about their roles and responsibilities with regards to working in partnership with parents and outside agencies to ensure that children are safe. The setting gives high priority to ensuring children's safety within the setting, with detailed and highly effective risk assessments and daily checks being meticulously carried out. The management team has developed comprehensive records, policies and procedures to support the safe and efficient management of the provision. Robust recruitment, vetting and induction systems are in place to ensure that all staff are suitable to work with children. The staff team are deployed very effectively around the setting, which enables them to interact with children during play and respond to any individual needs. This is further supported by the very successful key person system that supports all children to feel secure in their environment. The key person is also responsible for the continual monitoring of children's care and learning progression, which also works most effectively. The premises are extremely well-resourced and well-organised in order to meet the needs of all the children. Children confidently access their child friendly environment as resources are extremely well organised to promote many early independence skills. Consequently, children have successful opportunities to make choices about their play and thus initiate their own ideas. The staff team promote equality and diversity exceptionally well within the setting; this supports children's awareness of the society in which they live. They celebrate festivals and special events from around the world and access excellent resources that reflect positive images of people from different cultures. Children learning English as an additional language receive excellent support, with staff making effective use of the internet to help them do so.

The nursery has excellent partnerships with parents. Parents are kept exceedingly well informed about their children's progress as staff share children's achievement records and meet with them both formally and informally throughout the year. Parents are extremely happy, feel involved with the nursery and know their children thoroughly enjoy their days. Parents contribute to their children's learning which helps improve outcomes for the children, such as playing musical instruments to them or reading stories in their home languages.

There are highly effective partnerships with outside professionals who offer additional support to children with special educational needs and/or disabilities. Children with additional needs are encouraged to become competent learners with outstanding support by practitioners, as well as space and the freedom to play by themselves. These valuable relationships ensure that children are given skilled support and interaction which enhances their overall ability to enjoy and achieve within the setting. The whole staff team is extremely effective in ensuring the needs of all children are met and are skilful in taking steps to narrow the gaps in children's achievements. For example, parents are invited to informative training events held at the nursery specifically targeted at children with additional needs. The nursery's leadership and management constantly reflect on practice and

provide a clear vision for its future, which involves all staff. The development plan gives each staff member individual responsibilities to help improve outcomes for the children. Staff evaluate the provision accurately, producing extremely well chosen targets for improvement. They work exceedingly well with the local early years advisory teacher to self-evaluate the nursery's learning environment. The staff team take very positive steps to make improvements. All recommendations in the previous report have been very successfully addressed. Consequently, the outcomes for all children and their experiences are extremely positive.

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

Children thoroughly enjoy attending this exciting nursery. They are supported by the staff to be inquisitive and curious learners. Inclusive practice is at the heart of the nursery, meaning that every child matters and is appropriately supported. This results in all children fully participating and making a positive contribution to the nursery, although some group times are not as well organised, so children do not maintain concentration. Younger and older children eagerly explore both in and outdoors independently where they learn how to socialise and negotiate. Many play cooperatively.

The nurseries garden area offers an excellent range of resources, which are exceptionally well used to support the six areas of learning. This helps to ensure children get plenty of fresh air and exercise, whatever the weather. Practitioners act as inspirational role models for all of the children, asking open-ended questions to challenge their thinking, encourage problem solving and develop communication skills. Children express delight as they spontaneously dance and sing to music that is playing and join in with the actions and movements. This results in children being able to distinguish sounds, tunes and develop good body control.

The quality of planning, observations and assessment is exceptionally good. This means that all of the children receive a purposeful, challenging and enjoyable learning experience across all six areas of learning that truly reflects their unique needs and interests. The highly skilled and dedicated staff know the children very well and are able to anticipate many of their needs. A robust key person system ensures that there are efficient methods for identifying children's starting points and their interests. Activities are adapted exceptionally well and staff clearly understand the next steps in children's learning. For example, a child's interest in pirates is extended outdoors where the children enjoy dressing up as pirates and digging for treasure. Plans are clearly written, detailed and regularly reviewed to ensure an excellent balance of adult-led and child-initiated activities. Children's health is recognised as an integral part of their overall well-being and is given a high priority by the nursery. The children learn important messages about dental hygiene, hand washing and eating a healthy diet. Snack and meal times are sociable occasions where children eat an extensive range of nutritious food and serve themselves independently. At lunch, each child has their own photo placemat, which gives a sense of belonging at this nursery. The nursery hygiene is maintained to a high level, ensuring that risks of cross infection and accidents are minimised.

Staff have a kind and caring relationship with children. All staff clearly apply

consistent boundaries, so that children develop knowledge of what is expected and display high levels of positive behaviour and self-control. All children show a strong sense of security and feeling safe within the nursery, as they move confidently around it. They develop excellent relationships with adults and other children. Overall the children are very well prepared for their next stage in learning in this excellent, inclusive 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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