

Woodlands Day Nursery

Inspection report for early years provision

Unique reference number EY250305
Inspection date 04/04/2011
Inspector Jacqueline Walter

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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 opened in 1993. It is one of two nurseries run by the Epsom and St Helier National Health Service (NHS) Trust. The nursery provides full time, sessional and holiday care for children of NHS staff only. It operates from five playrooms within a purpose built building, within the grounds of St Helier Hospital. All children have access to enclosed outdoor play areas. The nursery is open each weekday from 7.00am to 5.45pm for 52 weeks of the year, with exception of all bank holidays. The holiday care is open from 7.30am to 5.45pm during school holidays.

A maximum of 78 children under eight years may attend the provision at any one time, of these 54 may be in the early years age group at any one time. There are currently 78 children aged from six months to under five years on roll. The setting receives free educational funding for three and four year olds. The nursery also makes provision for children older than the early years age group and is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The provision employs 17 members of staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's good knowledge of each child's needs, good interaction and an effective, safely organised learning environment overall, ensure that they are successful in promoting children's learning. Children are enjoying their learning and make good progress, given their age, ability and starting points as a result of good quality assessment and planning overall, which ensure that all children are challenged by the experiences provided. Children's health and safety are promoted well overall. The partnerships with other agencies that are involved with children are good and partnerships with parents are effective overall ensuring that most individual needs are well met. A strong commitment to self-evaluation by the manager and staff team ensures that most priorities for future development are promptly identified and acted on. This results in a service that maintains good, continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the children's attendance includes all the children's arrival and departure times
- 18/07/2011

(Documentation).

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

- develop further the systems to promote the good health of children, with particular regard to the washing of children's hands after playing outside
- develop further the systems to ensure that parents are fully aware that they are allowed access to all written records about their children, with particular regard to their developmental records
- further develop systems for parents to be involved in the children's learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from abuse well. All staff members have completed relevant training and have a good understanding of the signs and symptoms of abuse and the procedures to follow. Recruitment procedures are very robust. Copies of staff qualifications and their suitability information are made easily available. Adult to child ratios implemented are higher than the Early Years Foundations Stage requires and all staff is qualified to at least a Level 3 qualification. This in turn, ensures children are kept safe and well supported. However, not all documentation is maintained appropriately. For example, the arrival and departure times of children's attendance is not always recorded as required. The effectiveness in which the setting deploys resources is good, with space organised safely and in a welcoming, bright and stimulating child friendly way. This allows children to independently access all resources and choose areas to play in. In addition to this, children have good opportunities to develop an understanding of sustainability. For example, they collect unwanted clothing to be recycled.

Children with special educational needs and/or disabilities and English as an additional language are supported well. Staff establish strong links with other agencies, ensuring that individual needs are fully met. For example, they attend pre-school meetings to discuss the needs of the children and support and ease their transition to school. Resources that reflect children's backgrounds are provided and bilingual and trilingual children develop a positive self image through developing displays depicting where they come from and by welcoming their parents into the setting to share their individual language. There are good partnerships with parents overall. Parents state they feel they are well informed about aspects of their children's achievements and as a result, feel the staff is very caring and supporting in children's learning and care. There are some systems in place to encourage them to be involved in the children's learning. For example, staff share information on what children are doing through daily informal conversations and communication books for younger children. There is also 'Interest forms' made available for parents to complete. However, these forms are not fully effective as they are rarely completed and the communication books do not offer ideas and suggestions for continuing children's learning at home. In addition to this, some parents are not fully aware of their right to see written

records, such as developmental records at any time they wish.

Management communicates ambition and drive well and is confident in knowing what it needs to do in making and sustaining improvements. For example, staff is successfully encouraged and supported in obtaining further qualifications and training; they are currently trialling a pilot scheme, which they have suggested, to improve the planning and assessment of children. There is a strong commitment to evaluating and improving the quality of the setting. Staff have effectively addressed the previous recommendations, which have in turn successfully enhanced children's overall learning, health and safety. In addition to this, as a result of staff using both the Early Childhood and Infant and Toddler, Environment Rating Scale reports, realistic action plans are implemented and completed which have improved children's skills in independence, creative skills and knowledge and understanding of information and communication technology. For example staff now sit with children at meal times and encourage self selection, and staff have made more equipment easily available, such as compact discs and musical instruments. Overall the provision effectively maintains good, continuous improvement.

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

Staff provide a welcoming, environment where a wide range of stimulating, equipment and activities effectively challenge children. Children develop good knowledge and understanding of the world through stimulating first-hand experiences, such as observing caterpillars changing to butterflies and through making and observing worms in a wormery. Children's skills in creativity are developing well. More able children play cooperatively as part of a group to act out a narrative and introduce storylines into their play. For example, they use props, such as a traffic light system, which they move around to imitate an alarm system and camera and imitate the sounds it makes when other children disrupt their game. Children are interested in their activities. Young children spend quite a bit of time exploring the texture and colour when mixing sand and water and enjoy pretending to make and cooking chocolate bunnies. They also developing good skills in problem solving, reasoning and numeracy through making and discussing the models they make with construction equipment.

Children are able to make a lot of choices and decisions. For example, they independently access their drinks and snacks and are confident in making known their wants and needs. For instance, they inform staff if they require more food. Although, some areas of the nursery are in the process of piloting more-detailed observations records the system for observation and assessment is used well overall and ensures children make good progress. For example, staff find out starting points effectively as a result of completing home visits and 'All About Me' booklets with parents. They conduct regular appropriate written observations detailing what children understand or what they are doing. From this, they identify children's next steps for development and highlight at what stage they are at and when it is reached. This information is then used to effectively plan activities to

support individual learning needs in all areas of learning. Staff interact well with the children. They extend children's learning well by making good use of spontaneous opportunities. For example, when children excitedly tell of a parent's birthday, they quickly provide additional resources, to make a card, and encourage the children's creatively and writing skills. Staff promote communication, literacy and language very well. For example, they involve babies in lots of conversations and ask lots of open-ended questions with more able children. As a result, children thoroughly enjoy participating in story time group sessions and communicate confidently. For instance, they excitedly discuss with staff a forthcoming trip to the beach and restaurant.

Very good steps are taken overall to promote the physical safety of children. For example, thorough risk assessments and procedures are written up and implemented for the premises and outings. Staff also implement effective procedures regarding security. For instance, all visitors are only admitted by staff and times of their visits are vigilantly recorded. The identification documents are also checked of those unknown. Children are developing a very good understanding of keeping themselves safe. For example, they enjoy visits from both the police and fire authority and as a result the more able children know what to do when the fire alarm sounds, as well as some of the procedures to follow to cross roads safely.

There is a strong emphasis on healthy lifestyles overall. Children enjoy additional activities, such as Monkey Mastics and Sporty Tots sessions. As a result, they know exercise is good for them. All staff members have completed training in first aid and all required medication records meet requirements, which in turn means that medication is administered safely. Staff actively promote most, everyday sensible hygiene procedures with children and as a result they are developing secure in knowledge of the need to wash their hands before they eat or after toilet use. However, they are not always encouraged to wash hands immediately after accessing outdoor play. Children choose from a healthy snack selections. They grow some food, such as herbs; enjoy tasting and smelling them. As a result of this and further discussion on healthy eating, they know that fruit and vegetables help make them strong.

Staff implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, they are good role models and they effectively encourage younger children to understand their inappropriate behaviour and possible alternate solutions, For instance, they discuss what the types of activities they should and should not be engaged in. As a result, children are building good relationships with adults and their peers.

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

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