

The Woodlands Day Nursery

Inspection report for early years provision

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Inspector

Yvonne Layton

Setting address

Woodlands Nursery, 1 Gibfield Lane, BELPER, Derbyshire,
DE56 1WA

Telephone number

01773882423

Email

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

The Woodlands Day Nursery is a private nursery which opened in 2003 and was registered by the current owners in 2010. It is one of over 30 nurseries owned by Treetops Nurseries Ltd. It is accommodated in a converted swimming baths building in Belper, Derbyshire. The nursery offers care to children from the local community.

A maximum of 116 children may attend the group at any one time. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to a secure, enclosed outside play area. There are currently 123 children on roll, some of whom receive funding for early education. The nursery currently supports children with special educational needs and/or disabilities. Children attend a variety of sessions.

The setting employs 20 childcare staff, all of whom hold a childcare qualification to level 2 or above. There are also two auxiliary staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the nursery. They make good progress in their learning and development and their welfare is strongly supported. Staff have a good understanding of equality of opportunity, and inclusive practice is carefully promoted, with children's needs effectively met through recognising and supporting their uniqueness. Links with parents are extremely effective and the liaison with other providers is well established. Proactive reflection and evaluation of all aspects of the setting ensure there are very strong aspirations for developing the quality of the setting to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase further the opportunity for children to be outside, to learn about planting and growing, and for them to experience a wider variety of tools within the setting and know how to handle these in order to keep safe
- enhance understanding about personal hygiene by developing consistency in hand washing prior to eating
- support further the balance of adult-led and child-initiated activities, with particular reference to ensuring mark making resources are not jumbled and there is a sufficient quantity of compost in the digging area.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibilities in protecting children. Detailed risk assessments and daily checks are carried out in all areas. All required policies, procedures and records are in place and carefully maintained. Efficient systems ensure staff are suitable for their role and are clear about their day-to-day responsibilities. Required checks are completed, and management are clear about ensuring the ongoing suitability of staff. Daily walkabouts by the management ensure staff are clear about the day ahead.

Children's learning is successfully promoted as the staff have good knowledge of the Early Years Foundation Stage Framework. All areas of learning are addressed within the planning. Weekly planning of activities is completed within key worker groups, with children's interests and individual development used to inform planning. Children's choices are promoted as they are able to choose resources from accessible trolleys. However, some boxes of mark making resources are rather jumbled and in the digging area outside there is not sufficient compost, therefore there is a potential effect on the quality of children's experiences. Children's individual progress is clearly identified and recorded by using a range of documents that accurately identify actual and possible areas of development. All children have a 'look at me' book which includes family photographs and children's own work. Parents are fully supported to be involved in their child's assessments.

Children's transitions are supported well. For example, as they move into mainstream school, children create displays about the different schools they will attend. Inclusive practice and equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well.

Extremely proactive partnerships with parents and carers contribute to improvements in children's achievement, well-being and development. Parents are encouraged to be fully involved and informed about their child's time at the nursery. Photographs are extensively used to create two-way links between home and the nursery. A 'learning tree' in the reception invites parents to record events and children's learning in the home. In each room there is a weekly display of the previous week's activities, supported by photographs of the children enjoying the activities. Parents have access to leaflets about stories and rhymes. They have detailed information about the meals provided, including recipes of meals the children have enjoyed. Parent workshops enrich parents' experience and aid continuity of care and learning. These include 'dinner with dads', 'grandparent day' and 'creative stay and play'. Links with other services are proactive. There are effective two-way links with schools and other childcare providers.

There have been extensive changes to the nursery. However, staff have fully embraced the changes and eagerly respond to the challenges. Children's learning and welfare is very strongly promoted as all staff are actively involved in extremely

effective systems to proactively evaluate all aspects of the provision and continually reflect on practice. Areas to develop are clearly recognised and changes are made in workable stages.

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

Children are happy and settled at the nursery. The learning environment effectively supports children's progress towards the early learning goals. Play is purposeful, with staff who are skilled at encouraging children's critical thinking as they present challenging questions. They are warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives. A sense of self and belonging is promoted as the setting is rich with a wide variety of photographs of the children, their family members and events in their lives, such as holidays. In the baby room there are photographs and text on display for each child's personal needs and routines. Throughout the setting there are posters, displays and resources that expand children's awareness of learning about the world. Activities and creative projects include national and international celebrations.

Children are learning good social skills as they behave appropriately for their age. Staff explain why some behaviour is not acceptable. Independence is well supported throughout the nursery. Older children serve themselves at meal times and have a free-choice snack. However, children's personal hygiene is not fully supported at this time as some children do not wash their hands before eating.

Number, colour and name recognition are promoted well throughout the setting. All children routinely use counting and see their names in print. In the baby room focussed coloured areas enrich their experience. A fortnightly letter and story enhance children's learning. They enjoy a treasure hunt to seek out objects that start with a particular letter and then draw related pictures, which are displayed. The fortnightly story is chosen by the children and enhanced by related creative activities and displays.

Visits to the local and surrounding area extend children's learning about their world and community. They visit shops to buy food for tasting, visit the library and the teashop, and enjoy picnics and rides on the bus. Visits by the fire service increase their understanding of the emergency services. All outings are extended by related activities and photograph displays.

Children's understanding of nature is promoted as they learn about animals through a variety of activities, such as nature walks and a visit by an animal handling company with a variety of exotic creatures. Children make their own binoculars from recycled cardboard to seek out creatures and look for insects in the playground. Children are able to dig in a specific area outside. However, their learning is not fully enriched as opportunities for them to experience planting and growing and using tools safely are limited.

All children are actively involved in both planned and spontaneous role play, storytelling and rhymes. They have the opportunity to undertake a wide variety of creative activities. Free expression in craft is encouraged, with staff supporting children to express themselves in art. Babies enjoy playing with natural resources, such as, pan scrubbers, wooden utensils and wicker balls. All senses are used as the children explore different materials and appropriate jewellery. Both inside and outside, kitchen utensils are used to create sound.

Physical skills and confidence are enhanced as the children enjoy outside play. They undertake personal challenges and take risks safely on outside equipment. However, this is not fully extended as the outside is not used to its full potential. Strong relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities, such as road safety.

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	1

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	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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