

# Woodentops Day Nursery

Inspection report for early years provision

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**Unique reference number** EY414063  
**Inspection date** 31/07/2011  
**Inspector** Lindsay Farenden

**Setting address** 24a Thornton Road, LONDON, SW12 0LF

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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*.

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## Description of the setting

Woodentops Nursery was registered in 2010. It operates from large, open-plan, purpose-built premises and is part of The White House Preparatory School and Woodentops Kindergarten. The areas used include two playrooms, a sleeping room, toilets, kitchen and outside area. Children also have access to the main school's large outside play area. The nursery is situated in a residential area of Balham in the London Borough of Lambeth. It is open each weekday from 8am to 6pm. The nursery is registered on the Early Years Register. The setting may care for no more than 25 children in the early years age group; of these, not more than 15 may be under two years at any one time. There are currently 33 children on roll in the early years age group. The nursery employs eight staff; of these, seven hold appropriate early years qualifications. Three staff based in the school have management roles for the nursery.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff create a welcoming, child-centred environment, in which children benefit from a wide range of activities. Systems to ensure that the environment is safe and secure are generally good. Children's individuality is recognised and nurtured by the staff, who have a good knowledge of their individual needs, interests and abilities. The partnership with the preparatory school is a key strength in ensuring children's learning is promoted well. Although no formal self-evaluation has taken place, the management team is aware of the strengths and areas for improvement in the nursery provision. By working with staff, they are striving to improve the experiences and outcomes for children.

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

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

- improve the risk assessment to cover anything with which a child may come into contact, with particular regard to the large school garden area
- provide low-level equipment so that babies can pull up to a standing position in order to support and encourage their drive to stand and walk

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

There is a sound emphasis on safeguarding. Staff have a clear understanding of the procedures to follow if they have concerns about a child's safety and welfare. Good security systems are in place and written risk assessments are undertaken and combined with those of the school. Staff conduct daily risk assessments of the inside and outside areas used by the children. However, the risk assessment does not identify all potential hazards in the school garden to ensure that they are inaccessible to children. Staff are well deployed and supervise the children well. Robust recruitment and vetting procedures ensure that all staff working with children are suitable to do so. Fire-fighting equipment is in place, and staff demonstrate a clear understanding of how to evacuate the children in the event of an emergency. Topics such as 'people who help us' develop children's understanding of how to keep themselves safe. Policies are in place to support children's welfare and parents are aware they can access them. The management team is motivated and has a clear sense of purpose for the continuous improvement of the day nursery. Plans include putting in place an appraisal system and ensuring staff attend training to develop their skills, as well as further developing the range of play resources and introducing yoga sessions for the children.

Children benefit from a number of qualified staff who are clear about their roles and responsibilities. Children access a good range of toys and activities and are able to make independent choices about what they would like to play with. Good relationships with parents are formed. Right from the start, parents' views about their child's needs are actively sought during the settling-in period. Daily written and verbal feedback provides parents with good information on their child's care routine and the play activities they have taken part in. Parents are welcome to view their child's learning journal at any time and to discuss their child's progress with their key person. Information is displayed on notice boards for parents, and they receive regular newsletter about future events. At the time of the inspection, parents were complimentary about the nursery provision.

Staff offer an inclusive service by supporting all children to participate in activities that meet their individual interests and needs. Staff are keen to work with other professionals to help support children with special educational needs. Children of all abilities are welcome in the nursery, and staff give good support to children who speak English as an additional language. Children are learning about the wider world through activities relating to various festivals. They regularly access resources that reflect positive images of diversity.

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

Children are happy and settled in the nursery and show a sense of security and belonging as they form strong relationships with staff and other children. They enjoy their play, which combines both adult-led and child-initiated activities. Children enjoy using their imagination as they play in the home corner using zoo animals and construction materials. They enjoy a range of resources to promote their understanding of shape, space and measurement. Children are keen to complete puzzles with help from staff and to explore resources that support their problem-solving skills. Some of the more able children count confidently and clearly understand numbers that are important to them, such as their age. Early writing skills are encouraged through making marks in the sand and during cornflour play. Children access drawing materials regularly, although these are not always available in all play areas. Older children are making very good progress in their writing skills. They are able to write their own names and are encouraged to draw and write in their own special books. This actively supports continuity of learning for those children who also attend the preparatory school's kindergarten. Children frequently access books and recite stories they know. They enjoy a wide variety of art and craft activities, and their work is very attractively displayed on the walls, giving them a real sense of achievement.

Babies and toddlers enjoy a warm relationship with staff. They cuddle up to them while looking at books and enjoy having simple stories read to them. Lots of singing takes place, which encourages the children's early communication skills. They show curiosity as they explore shredded paper and a wide range of colourful toys and resources. Babies have plenty of space to crawl around, although there is minimal equipment to help them develop their standing and walking skills. They explore a small range of programmable toys, which introduce them to technology.

Staff make good use of planned and spontaneously occurring situations to extend children's learning and development. There are effective systems to observe, monitor and record children's achievements. Staff use them to plan experiences that help each child achieve the next step in their learning and make good progress in relation to their starting points. Older children have easy access to the small garden area, which supports the provision of free-flow activities between the indoor and outdoor areas. Children behave well because staff are attentive to their needs and join in with their play. They are encouraged to develop sociable and acceptable behaviour.

The children are developing a good understanding of healthy lifestyles. They independently select tissues to wipe their noses and children enthusiastically wash their hands at low-level basins. They brush their teeth as part of their daily routines, and staff talk to them about why they need to wear hats and cream to protect their skin from the sun. Children learn about healthy eating through discussions at circle time. They benefit from frequent outside play, and the use of the main school garden provides them with plenty of space to run around and use wheeled toys. Less mobile children can crawl in safety outside on the artificial turf.

Children particularly enjoy visits to the local park to play on large equipment to develop their balance and co-ordination. Varied and nutritious snacks and meals are provided by an outside company. Meal times are a pleasurable experience for children and they enjoy the food provided. Children use very clean and well-maintained premises, in which staff maintain high levels of hygiene to protect children's health. Staff ensure all specific dietary requirements are catered for. A number of staff are qualified in first aid to deal with minor accidents. Suitable, safe sleeping arrangements are in place, ensuring children's rest needs are met.

## 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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