

# Woodlands Day Nursery

Inspection report for early years provision

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**Unique reference number** EY349271  
**Inspection date** 04/07/2011  
**Inspector** Margaret Moffat and Anne Faithful

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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 registered in 2006 and is privately owned. It operates from purpose built premises on the edge of Greenham Business Park, to the south of Newbury, West Berkshire. The Nursery is built on one level and consists of five nursery rooms, training room, large kitchen, staff room and office. Each room has access to their own garden area for outside play. A maximum of 102 children may attend the nursery at any one time. The nursery opens from 8.00am until 6.00pm each weekday for full day care. The morning session runs from 8.00am until 1.00pm and the afternoon sessions runs from 1.00pm until 6.00pm. The nursery is closed on bank holidays and between Christmas and New Year. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are currently 115 children aged from six months to over four years on roll. Of these 33 children receive funding for nursery education. Children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 29 staff, of whom 24 hold appropriate early years qualifications. A further four staff are working towards a qualification. The nursery also employs a cook and a housekeeper.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure in their environment. They make good progress as staff are aware of each child's individual needs. There are a range of policies and procedures in place, to promote children's welfare. However, these are not consistently followed by staff. Partnerships with parents are well developed, however partnerships with other providers are still in the early stages. The good evaluation systems in place help to identify future areas for development and improvement.

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

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

- make sure staff follow consistently, the health and hygiene policies and procedures in place
- improve fire safety by ensuring all fire doors are free from obstruction, and easily opened from the inside
- extend partnership with other early years providers for all children, to provide

consistency in their learning and development.

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

There are effective systems in place to ensure the suitability of staff. Recruitment and induction procedures are in place, and annual appraisals provide staff with opportunities to discuss their professional development and training needs. The nursery has a well qualified staff team. Staff have a good understanding of child protection issues and how to proceed if they have concerns. Many of the staff have recently attended training on this, which ensures their knowledge is up-to-date. A comprehensive range of policies and procedures are in place, to promote children's safety and welfare. However, these are not consistently followed by staff, to ensure all areas of the nursery are clean before the children arrive. Fire detection equipment is available within the nursery, and the evacuation procedure is displayed all around. Children and staff take part in regular fire drills, which helps children learn about safety. However, some fire exits are not clear and this limits use in the event of an emergency.

The nursery is warm and welcoming, with displays of children's work and photographs of them in various activities, all around the rooms. This helps children feel a sense of belonging. Toys and resources in all rooms, are suitable for the age group of the particular children in that room and are easily accessible. This allows children to make choices in their play. Staff effectively promote children's understanding of diversity, as they involve them in activities linked to other cultures, celebrations and traditions. There is also a range of toys and resources, to promote positive images of the wider world.

All of the recommendations made at the last inspection have been addressed, and this shows a commitment to ongoing improvement and improving the outcomes for children. The self-evaluation sets out areas for improvement, such as the continuation of staff training in observation and assessment, and to work more closely with other providers. Staff and parents have been involved in the evaluation through discussions and parental questionnaires.

There are some links already in place with other outside agencies, to support children with specific needs and with the schools children will be moving on to, when they leave the nursery. However, links with other early years settings children attend, are not yet fully established to promote a consistent approach, to their learning and development. The nursery has established good partnerships with parents. Staff are on hand to speak to parents at the beginning and end of the day, to share information about their individual children. They have access to their children's records at any time, and have the opportunity to discuss their children's progress in more detail, through planned meetings. The use of a 'home book' allows staff to write in about each child's week in nursery, and gives parents an opportunity to write what they have been doing at the weekend, or what they have learned at home. Parents are happy with the service provided. They particularly like being able to contribute to their children's learning; through the use of the home books, how approachable staff are, and that their children are

happy and settled in the setting.

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

There are effective observation and assessment systems in place, to support children in their learning and development. Staff make spontaneous and planned observations and use these to track children's progress, along the areas of learning. Next steps in learning are readily identified and this helps staff plan and focus on areas for future development. Key workers talk fondly of the individual children they are responsible for and know them well. Through discussion, they show a good awareness of where children are in their development and can describe what they are working on next with them. Good relationships are evident throughout the nursery and children approach staff with ease for assistance, or just a cuddle.

Children are well behaved and respond to staff requests to tidy up and not to run in the nursery. Older children organise themselves at the computer, as they decide who's turn it is next and patiently wait, until the other children have finished. Staff praise and encourage the children for their efforts and this develops children's confidence and self-esteem. Children are developing their awareness of responsibility, as they help feed the animals in the nursery each day and take care of their environment.

Staff respond to young children's sounds and gestures and this helps children develop their early communication skills. Staff readily praise young children for their achievements in a variety of ways, such as clapping when children manage to stack bricks on top of each other, and knock them over. Children in the older age groups have many opportunities to mark-make and some are able to label their own work. Older children can recognise letters and the sounds they make for example, as they say the day of the week and inform staff what letter it begins with, and tell staff other words that start with the same letter. Children in all rooms develop their counting skills as they sing counting songs, build with bricks and count how many children altogether in a line. Children inform visitors of their age and point to the number on the computer. Older children are involved in problem solving activities, such as completing complex puzzles. Children demonstrate a good awareness on how to use the computers; accessing programmes they wish to play with and moving the mouse to start and follow the instructions of a game. Children have many opportunities to develop their creative skills, through role play and dressing up and creative activities, such as cutting and sticking and painting. Outside companies come into the nursery, to further promote children's physical skills and imagination. They act out different scenarios, such as dressing up and being clowns or dancing to the music. Younger children enjoy body art activities, which helps them develop an awareness of different textures, express themselves freely and use the paints in a different way.

Each room has its own garden area which children access regularly throughout the day. There is a good range of equipment in each area to promote children's

learning. Children enjoy playing in the wet sand, reading with staff in the shade and playing with the cups and teapot and making 'tea' for staff and visitors. Older children enjoy playing on large play equipment; climbing, sliding and swinging. They also enjoy filling buckets with sand and using the pulley, to pull it up and tip it out in a different place.

Children learn the importance of good hygiene procedures. Staff are consistent in their approach to this, as they ask children if they have flushed the toilet and washed their hands, and support younger children with their hygiene routines. Children are well nourished and their individual needs are met, with regard to their allergies and dietary requirements. The nursery cook provides them with a varied range of home cooked meals, which all children appear to enjoy. Parents are informed of the menus and are happy with the food provided. Many ask for the recipes , so that they can used at home. Favourites are vegetable chilli and chicken curry.

Children develop useful skills for the future, through the activities they are involved in. They develop independence as they deal with their own care needs and also as they dress themselves. Children learn about different animals and how to care for them, as the nursery has fish, guinea pigs, turtles and a dog that comes to visit each day. There is an allotment and the children plant different vegetables and fruits, learn about growing and tell visitors they need water, to help them grow as they use the watering cans. Children make junk models out of recycled items. There are boxes in each of the rooms, to help children gain an understanding of recycling and how this helps the environment. Children are happy and have fun in the 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>	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	3
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	3
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

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