

Woodfields Day Nursery

Inspection report for early years provision

Unique reference number	EY281804
Inspection date	28/03/2011
Inspector	Susan Elaine Heap
Setting address	17 Buckley Street, Bury, Lancashire, BL9 5AF
Telephone number	0161 797 2223
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Woodfields Day Nursery was registered 2004. It is owned and managed by Creche-N-Co Ltd. It operates from four rooms on two floors in a purpose-built detached building situated in a residential area of Bury, close to the town centre. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm all year round and is closed for Bank Holidays and one week at Christmas. The building is fully accessible. The nursery supports children with special educational needs and/or disabilities and English as an additional language.

It is registered on the Early Years Register. A maximum of 58 children in the early years age range may attend at any one time. There are currently 60 children on roll. This includes a number of three and four-year-old children who are in receipt of nursery education funding. A number of children access the two-year-old funding. The nursery is also registered on both parts of the Childcare Register

There are 16 permanent staff members who work directly with children and, of these, 13 hold relevant childcare qualifications at Level 3. The nursery is linked to Little Oaks Sure Start Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed knowledge of each child's individual needs which ensures that they promote children's care, welfare and learning effectively. Emphasis is placed on providing a safe environment for children which means they are safe and secure and enjoy their activities, fully participating in them. Partnerships with parents and other professionals successfully ensure that the needs of children are met, particularly those who have special educational needs and/or disabilities. The whole staff team are enthusiastic and demonstrate commitment to improvement through reflecting on their daily practice and self-evaluation.

What steps need to be taken to improve provision further?

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

- improve opportunities for all children to explore and learn in a challenging outdoor environment.

The effectiveness of leadership and management of the early years provision

Children are well protected because most staff are fully trained in safeguarding or first aid. They demonstrate a secure knowledge and understanding of the

procedures to follow should they have any concerns. Staff are deployed well throughout the setting which means that children benefit from good levels of care and support. Very detailed risk assessments are in place for the children's rooms and activities they take part in, such as individual play activities and outings. In addition, daily safety checks are completed on the indoor and outdoor environment. Recruitment, selection and induction procedures are implemented to ensure the suitability and qualification of staff looking after children. As a result, all staff have completed the required vetting procedures and the majority of staff have recognised childcare qualifications.

The staff team work well together and take pride in their daily work with the children. As a result, children benefit from being cared for in attractive, child-centred, well-organised rooms which are conducive to learning and aid their independence. All recommendations from the last inspection have been completed and have improved children's safety and learning. Formal self-evaluation is in the early stages of development and involves each member of staff. However, the staff reflect on their daily practice and show a strong commitment to improvement. They clearly identify areas to improve which will have the greatest impact on the learning outcomes for children. For example, developing the outdoor play area to provide further interest and challenge to children.

The staff have a well-developed knowledge of child development and each child's individual needs. As a result, they are able to identify a child's need for additional support as early as possible. By working in close partnership with parents and other professionals they ensure that each child achieves and enjoys to their full potential. Relationships with parents are well-established and they are kept well informed about their children's achievements, well-being and development. This is achieved through daily conversations, parents notice boards, parents comment sheets and daily diaries.

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

Children engage in a wide variety of activities designed to stimulate their interest and challenge their learning. For example, all children are able to access a wide variety of sensory experiences, such as exploring rice pudding, flour or natural materials in the treasure baskets. High emphasis is placed on developing children's creativity and imagination. As a result, children's artwork is displayed throughout all the children's rooms. Even the youngest children benefit from mark making with paints as they crawl along a roll of paper. They develop a good interest in technology and the world around them; children use their imaginations and practice their emerging language when playing with a mobile phone while pre-school children competently use art programs on the computer. Planned activities, such as practising rhyming words develop children's understanding of letters and sounds. Sorting and matching activities develop children's problem-solving skills and mathematical language, such as sorting bears by colour and size. These all help children to develop skills for the future.

The observation, planning and assessment systems successfully link children's individual interests to the six areas of learning and show a good balance of adult and child initiated activities. These show that children learn and develop well in relation to their starting points and capabilities. Parents are able to contribute to this process by adding their own observations. Each child is valued and included. This is achieved through staff actively promoting inclusive practice through recognising each child's individual needs and preferences. This is particularly beneficial for the youngest children as they follow their normal daily routine for sleeping and feeding.

The key person system enables staff to build closer meaningful relationships with the children in their care. Children actively snuggle in to a member of staff on waking and confidently seek reassurance when they are tired. Pre-school children successfully develop their independence skills and learn about their own needs; they learn about portion control as they serve themselves at lunchtime.

All children have access to fresh air and exercise on a daily basis using a variety of equipment, such as wheeled toys or the trampoline. Children enjoy being in the outdoors and spend the greater part of the day in this environment; building with bricks, playing in the sand, digging in the soil preparing the ground for planting lettuce seeds or watering the plants and vegetables they planted the previous week. They talked animatedly about what they have done or are doing and show good recall of what they have learnt.

Children show that they feel safe and are happy and confident to explore their surroundings as they move from the indoor to the outdoor environment or up and down the stairs. The staff closely supervise and support them at all times. Children behave well because they are encouraged to respect each other and through the positive role modelling by the staff. They show a good awareness of responsibility within the setting through being a helper for the day, setting the table at lunchtime. They have a good understanding of the ground rules that are in place to keep them safe and are able to explain these fully to a visiting adults. For example, they listen with their ears, look with their eyes, try new things and are kind to everybody.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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