

# Woodland Private Day Nursery

Inspection report for early years provision

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**Unique reference number** EY337977  
**Inspection date** 08/08/2011  
**Inspector** Cathryn Parry

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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

Woodland Private Day Nursery is one of three childcare provisions owned and managed by Woodlands PDN Ltd. It was registered in 2006 and operates from three playrooms, the small hall, library and school nursery within Woodlands Children's Centre and the attached Woodland Primary school. It is situated in the residential area of Heywood in Lancashire. Children access a secure enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The setting also offers an out of school club provision, which is open from Monday to Friday from 3pm to 6pm during term time and 7.30am to 6pm during the school holidays.

The setting is registered to care for a maximum of 68 children aged under eight years at any one time. The setting also offers care to children aged eight years to 11 years. There are currently 81 children on roll, of whom 51 are under eight years. Of these 41 are in the early years age group; 17 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, who work directly with the children. Of these, nine hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The manager holds a qualification at level 6 in early years and has gained Early Years Professional Status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming, safe and inclusive environment for all children and their families. Children have satisfactory opportunities to make progress in their learning and development, with most areas of learning being suitably resourced. Systems for planning activities, observing children and monitoring their achievements are being further developed, including procedures for involving parents and carers. Self-evaluation processes identify most of the setting's strengths and areas to improve. The manager and her staff access support from an early years professional from the children's centre within which the nursery is housed. This, combined with the manager recently gaining Early Years Professional Status, is key to the setting's capacity to satisfactorily maintain continuous improvement.

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

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

- improve systems for planning activities and monitoring children's progress, including consistently matching observations to the expectations of the early learning goals and identifying the next steps in children's learning

- improve systems to involve parents and carers as part of the ongoing observation and assessment process
- develop further a whole setting approach to self-evaluation, to accurately diagnose all of the setting's strengths and priorities for improvement
- provide further resources to support children to develop their understanding of problem solving, reasoning and numeracy.

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

Staff have attended relevant safeguarding training and demonstrate a secure understanding of associated issues. The effective recruitment procedure ensures staff are checked with regard to their suitability, qualifications and experience in order to keep children safe. Regular risk assessments both indoors and out, minimise the chance of accidental injury effectively. Staff have undertaken training to develop their knowledge and enhance the care they provide. Resources are appropriately stored at the children's height to promote free choice and independence.

Equality and diversity is appropriately promoted throughout all aspects of the setting. Friendly relationships have been developed with parents and carers. Information is shared with them on a daily basis through discussion and with written diaries for babies. This enables them to continue their children's learning at home through highlighted activities. Staff are aware of the importance of partnerships with other professionals to enable them to enhance opportunities for children's learning and development. Staff in the out of school club have developed suitable links with other practitioners where children receive care and education in more than one setting. This enables them to complement and extend activities.

The owner of the nursery, the manager and staff are motivated to seek further improvement in the setting. Senior management largely undertake self-evaluation. However, the limited input from parents, carers, staff and children impacts on the accurate diagnosis of all the strengths and areas to improve of the early years provision. Previously raised recommendations have been satisfactorily addressed, in line with the requirements at the time of the inspection. This has an appropriate impact on raising outcomes for children.

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

Staff know the children well and satisfactorily plan activities taking into account the resources they have available, the children's interests and their capabilities. Individual learning journeys include some observations. However, these are not consistently linked to the expectations of the early learning goals and the next steps in children's learning are not always identified. Systems for involving parents and carers in the ongoing observation and assessment process have not been fully explored. Consequently, this impacts on staff monitoring all of the achievements children make to reliably inform planning.

Babies' interest is encouraged through a selection of man-made and natural resources. Children are beginning to gain an awareness of the wider world through the provision of various activities and resources, which reflect cultural diversity. They are learning to share and take turns as staff offer appropriate support. Children are gaining a suitable understanding of the natural world, for instance, when they explore during pond dipping activities. Their communication skills are fostered well, resulting in competent speakers and listeners. Children have satisfactory opportunities to practise counting and number skills throughout the day, for example, when participating in number rhymes and weighing ingredients for baking. However, there are few specific resources to support their problem solving, reasoning and numeracy skills. A variety of creative activities promote children's self-expression whilst having fun. They enjoy using their imagination, for instance children in the holiday club have fun as they bandage each other in the hospital role-play area. Children enjoy physical play and have a variety of resources to use in the outdoor area.

Children demonstrate a sense of belonging to the setting. They are developing a good understanding of how to keep themselves safe as they practise the evacuation procedure regularly and use a range of tools and resources safely. Children's well-being is enriched through accessing a healthy diet. This is complemented with interesting activities, such as tasting exotic fruits, which further promote good lifestyle habits. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Brushing teeth after lunch and hand washing forms an integral part of their routine. Children have the chance to access the computer and some interactive resources to satisfactorily nurture their skills for the future.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| 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        | 3 |
| The extent to which children develop skills for the future       | 3 |

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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