

Willowbrook Nursery

Inspection report for early years provision

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13/10/2011

Inspector

Hazel White

Setting address

Willowbrook Primary School, Roborough Green,
LEICESTER, LE5 2NA

Telephone number

0116 2410205

Email

nadine@kiddycarecorporation.co.uk

Type of setting

Childcare - Non-Domestic

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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

Willowbrook nursery is privately owned by Kiddycare Ltd and registered in 2011. It operates from a purpose built building in the Thurnby Lodge area of Leicestershire. The nursery serves the local area. It has strong links with the local school and works in partnership with the Local Sure Start and City Council. The nursery is accessible to all children and there is a fully enclosed area for outdoor play.

The nursery is open each week day from 7.30am to 6pm all year round. Children are able to attend for a variety of sessions. A maximum of 45 children may attend the nursery at any one time. There are currently 18 children attending who are within the Early Years Foundation Stage. The nursery also offers after school care and a holiday club. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs seven child care staff, all of whom, hold appropriate early years qualifications. They receive support from the local authority and are a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and are very settled and secure in the setting. High regard is given to keeping children safe and to providing a rich learning environment that positively reflects diversity and the world in which children live. Managers and staff successfully and consistently promote children's welfare, learning and development. Extensive links are established with the local community and children are prepared well for their transition to primary school. An outstanding commitment is demonstrated by the whole team. The provider, manager and staff are full of ideas of how they want the nursery to develop further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further ways of encouraging parents to contribute to their children's learning journals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well. All staff are aware of their duty to protect children from harm. Referral procedures are stringently followed and well documented. Staff benefit from having the support of a qualified social worker

within their team. Robust policies and procedures, including, the recruitment and vetting of staff, ensure that only suitable adults care for the children. Security is a given a high priority. Security cameras are positioned so that all visitors to the setting are well monitored both indoors and outside. Staff ensure that children are very well supervised at all times and thorough risk assessments are used effectively to identify and minimise potential hazards. Staff ensure that all areas of the premises are utilised to provide children with maximum amount of play space. Children learn to take pride in their environment and access an excellent range of resources which they independently access because of their careful positioning.

Partnerships with parents and other early years professionals are excellent. All families are made to feel very welcome with settling in sessions which are tailored to their needs. Parents access a wide range of information regarding their child's welfare, learning and development, for example, through notice boards, ongoing discussions and displays of activity plans. Staff wish to explore ways in which to further encourage parents to contribute to their child's progress record so that they are fully aware of the range of activities children enjoy and their achievements. Through working purposefully together and by sharing and exchanging information, consistency and continuity are well-promoted.

Staff liaise superbly with other early years professionals as well as a number of external agencies through comprehensive care plans and discussion with parents to ensure children receive the support they need. The nursery is strongly committed to equality and diversity, staff work exceptionally hard to ensure that all children can fully partake in activities and can make good progress given their capabilities and starting points. Resources are used most effectively both indoors and outside to enable children to make outstanding progress and to provide a thoroughly stimulating environment for children to explore.

The key strength of this nursery is the outstanding leadership and management. The staff team are highly committed, well qualified and motivated. The manager is committed to developing staff expertise and has identified their training needs to ensure they have substantial knowledge and understanding of their roles and responsibilities. The setting is particularly well managed due to the meticulous organisational skills of the manager. Staff receive very clear guidance and a comprehensive range of written policies and procedures are in place to fully support the running of the nursery. The whole team are extremely proactive in identifying their strengths and take positive steps to bring about continual improvement. For example, they have plans to create a separate outdoor area so that babies can safely enjoy fresh air and exercise. These processes are inclusive to all and build on views from staff, parents, children and external agencies.

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

Staff clearly understand how children learn and develop and they use their extensive knowledge to ensure children make excellent progress towards the early learning goals. Every child is treated with great respect and has individual care and learning programmes that fully meet their needs. Children are supported extremely

well by highly attentive and knowledgeable staff who are passionate about providing children with memorable experiences. Comprehensive systems are in place to meet the needs of children with special educational needs and/or disabilities and those, for whom, English is an additional language. As a result they are fully included in all the experiences provided.

There is a calm and happy atmosphere in this nursery and children are eager to learn. The building is extremely well set out and provides children with a wealth of resources and experiences. The outdoor area has been designed as an outdoor classroom with all areas of learning being provided for. The garden area is an excellent example of the awe and wonder that children derive through learning about nature, plants and living things. For example, they grow their own vegetables from seed and take them home to cook after they are harvested. The effective organisation of the resources enables children to make independent choices and decisions. This also contributes to them having a positive attitude towards their learning, promoting their confidence, self-esteem and progress.

Children make models with a wide range of freely chosen collage materials, skillfully using scissors and gluing parts together to make a structure. They express themselves creatively through their fantasy play. For example, they have great fun making dens from large pieces of fabric, shining torches on the ceiling in a darkened room and tying ribbons to their 'fairy tree in the garden'. There are excellent opportunities for children to develop their understanding of letters and sounds. Children enjoy listening to stories and looking at books both inside and outdoors. They have access to a computer, a digital camera, remote control toys and a range of programmable toys to stimulate and extend learning in all areas, and develop valuable skills for future learning. Babies have access to push button and musical toys. A variety of treasure boxes containing objects of varying textures and natural materials, enrich babies' sensory experiences.

Staff know the children extremely well. Their relationships with the children are excellent and they have positive and meaningful interactions. Children learn to be respectful of others. Staff are extremely positive role models and follow highly effective strategies which successfully promote expected behaviour. Young babies cuddle into staff as they have their bottles and are comforted through eye contact and calm spoken reassurance. Children have many purposeful activities that promote their understanding of equality and diversity. The nursery fully reflects people's differences and introduces children to new experiences in ways that they enjoy immensely. For example, children try foods from around the world, dress up in traditional costumes and listen to stories about different cultures and traditions.

Children's health and well-being are promoted exceptionally well. They have thorough hand washing routines throughout the day and make healthy choices for their meals and snacks. For example, they confidently choose from a selection of fruit and enjoy meals which are well-balanced and varied. In addition, children thoroughly enjoy being active and play outdoors in all weathers. They enthusiastically ride on bikes, make obstacle courses and explore activities, such as, sand and water play. Children of all ages are comfortable about approaching staff for support with activities which shows they feel safe. Staff reinforce their understanding of safety through activities, such as, reminding children of rules

during circle time, practising road safety and the fire drill.

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?	1
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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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