

Woodland Day Nursery

Inspection report for early years provision

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Inspector Janet Keeling

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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

Woodlands Day Nursery opened in 2007 and is run by a voluntary management committee. It operates from a purpose built unit at the Woodlands School in Bradwell, Great Yarmouth. Children have access to an enclosed, outdoor play area and to the school playing fields. The nursery serves children and families from the local and surrounding areas.

A maximum of 24 children from three years to under eight years may attend the nursery at any one time. There are currently 45 children on roll, of whom, all are within the early years age group. Children attend for a variety of sessions. The nursery opens Monday to Thursday from 8.30am to 5.30pm and on a Friday from 8.30am to 5pm. The nursery is open all year, closing only for two weeks at Christmas and two weeks during August.

The nursery has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are four members of staff who work directly with the children. Of these one holds a foundation degree at level 5, one holds a certificate in Early Years practice at level 4, one holds a B-tech level 2 and one holds an NVQ level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time at this welcoming and well managed nursery. Staff have a secure knowledge of the Early Years Foundation Stage framework. They provide a range of enjoyable activities which take account of children's interests and learning needs, and as a result, children make good progress in their overall development. Staff work well as a team and strive to offer an inclusive service where all children are valued as individuals. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. Effective partnerships with parents and other early years professionals have been established, ensuring children's needs are fully supported. The manager is enthusiastic and demonstrates a good commitment towards the sustained and continuous improvement of the nursery.

What steps need to be taken to improve provision further?

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

- improve induction procedures for parent helpers and volunteers, ensuring they are given full information and guidance on their roles and responsibilities while working at the nursery
- improve opportunities for children to explore their local community in order to enhance their knowledge and understanding of the world around them.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding and protecting children. A detailed written safeguarding policy is in place which underpins staff practice. The named person for safeguarding has a comprehensive understanding of the nursery's procedures and knows who to contact should the nursery have a concern about a child in their care. Robust recruitment and vetting procedures are in place to ensure that children are cared for by suitable people. Induction procedures for new staff are implemented effectively. However, induction procedures for parent helpers and volunteers, to ensure they are given full information on their roles and responsibilities, are less well developed. Risk assessments, combined with daily checks, contribute to the environment being safe and secure. Staff routinely verify the identity of all visitors and are vigilant about the safe arrival and collection of children. The indoor and outdoor learning environments are well organised. Children freely access all areas throughout the day. Staff are deployed effectively, ensuring that children are supervised safely at all times.

Staff work well as a team and warmly interact with children during play. All staff hold an early years qualification, engage in yearly appraisals and are encouraged to enhance their own professional development through ongoing training. Staff demonstrate a good commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Regular meetings provide valuable opportunities for staff to discuss children's interests, share good practice and use information gained to inform future planning. Staff strive to improve their practice through the effective use of their self-evaluation system and feedback from parent questionnaires. Recommendations made at the previous inspection have also been addressed. Staff work successfully in partnership with other early years settings and the host school, and have developed positive links with the foundation stage teacher. Consequently, this has a positive impact on the children's future needs as many of the children move on to attend the school where they will see familiar adults and recognise their new learning environment.

Partnerships with parents and carers are good. Effective settling-in procedures are tailored to meet children's individual needs and help to support them in their transition from home into the nursery. Children benefit from the positive relationships that have been established between their parents and the staff, and from the daily exchange of information which ensures that children's needs are met. A parents' notice board ensures that parents have access to information about the running of the nursery. For example, the registration certificate, key worker groups and information about the Early Years Foundation

Stage framework are displayed. The 'key person' system strengthens links with parents and further promotes children's well-being. During the inspection parents spoke highly of the nursery. Comments included, 'staff are approachable, friendly and supportive' and 'we are kept informed about our child's learning'. Parents are also able to access the nursery's policies and procedures and their child's individual learning documents at any time.

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

Children happily enter the nursery and receive a very warm welcome from staff. There is a true sense of belonging as they immerse themselves in their surroundings and show good levels of independence, curiosity and imagination. Space, both indoors and outdoors, is welcoming and stimulating. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Staff interact positively with the children and support them as they play. On admission to the nursery information about each child is gathered through discussion with parents and through the completion of an 'All About Me' book. This records information about the child's family, friends, routines, interests, likes and dislikes and is effectively used to support the child's settling-in process. Staff know the children very well. They observe and assess them as they play and use information gained to support each child's ongoing learning. All children have individual learning documents which contain both photographic and written information of their learning and achievements, and records of their own work. These folders are shared with parents during parents' evenings and are available for them to see at any time. Parents are encouraged to share their observations of their child's learning at home.

Children are eager to learn and have good opportunities to make decisions about their own play and learning. They are able to self-select resources and follow their own interests. For example, as children arrive at nursery a small group sit together at the writing table. They help each other find their name cards and then begin to trace their name through the paper. Their communication skills are promoted well as staff and children hold detailed conversations about their past and present experiences. They develop a love for books as they engage in story-time and enjoy looking through picture books with their friends. At the end of the morning session children are excited as they listen attentively to a story about hunting for bears. They have enormous fun as they act out the story. They thoroughly enjoy music and enthusiastically join in with a range of songs and action rhymes. Outdoors, children explore musical instruments, such as tambourines and maracas. They take turns to choose their favourite song then tunefully sing 'Five Little Ducks' and 'Twinkle, Twinkle, Little Star'. Children are taught how to use technology to support their learning by working on the computer and by freely accessing the new interactive white board. Their creativity is fully supported through good access to a range of role play equipment, construction toys and to a wide range of media, such as shaving foam, jelly, 'gloop', sand and porridge oats. Children thoroughly enjoy manipulating dough.

They vigorously knead, roll and shape the dough and talk about how it feels. Their understanding of numbers and size is developing well through everyday activities. For example, they count how many socks are hanging on the line and talk about the 'big' and 'small' dolls as they engage in water play. They enjoy being in the fresh air and have good opportunities to explore their natural environment. For example, they grow tomatoes, strawberries, cucumbers and radishes, engage in nature walks and observe the weather as it changes each day. Their physical development is supported very well as they access a range of outdoor equipment, such as wheeled bikes and balancing blocks. They also enjoy their yearly sports day event.

Children are secure and develop a sense of belonging at the setting. Staff offer many positive comments to enhance children's self-esteem and encourage children to take pride in their own achievements. Children behave well, and respond positively to the boundaries set, such as helping to tidy up when the music begins to play. They treat each other with respect and are learning to show sensitivity towards people of other cultures and beliefs. This is enhanced effectively as they celebrate a variety of festivals throughout the year and as they access a range of resources that promote equality and diversity. However, while children learn about the world around them they have fewer opportunities to explore their local community. Children learn how to keep themselves safe through everyday activities. They discuss how to use knives safely as they help to prepare fresh fruit at snack-time and understand why they have to pedal their bikes in one direction around the road track. Healthy lifestyles are fully supported as children access healthy snacks each day and are aware that exercise is good for them. They freely access drinks throughout the day, ensuring they remain hydrated. Effective hygiene procedures minimise the risk of cross infection. Children demonstrate that they are developing skills that will help and support them in 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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| 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

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| 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

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 |

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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