

# Woodside One Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number** EY360831  
**Inspection date** 27/10/2011  
**Inspector** Glenda Field

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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**

Woodside One Neighbourhood Nursery re-registered in 2007 as a result of the local authority school re-organisation, and operates from a purpose-built building with a surrounding outdoor area, in Norwich, Norfolk. The setting is registered on the Early Years Register to care for a maximum of 44 children. The full daycare nursery is open from 8am to 6pm for 51 weeks of the year.

There are currently 91 children on roll, all of whom are within the Early Years Foundation Stage. Children attend for a variety of sessions throughout the week. The nursery welcomes children who have special educational needs and/or disabilities or who speak English as an additional language.

The nursery employs 13 permanent members of childcare staff plus two supply staff, all of whom hold appropriate early years qualifications at level 3 and above. One member of staff has Qualified Teacher Status. A cleaner, cook and admin worker are also employed. The setting receives support from the local authority advisory service.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery delivers all aspects of the Early Years Foundation Stage to a good standard. Staff know the children well and work very effectively with their parents to establish a close working relationship with them. Children actively participate in an exciting range of both planned and freely chosen activities which help them to make progress across all six areas of learning. Links have been formed to enable the setting to work in partnership with most other early years provisions and with local schools. Recommendations made at the previous inspection have been fully addressed. The setting's system for reviewing and evaluating its policies and practices enables it to continuously improve.

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

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

- ensure that liaison takes place with all providers delivering the Early Years Foundation Stage to ensure progression and continuity of care for children.

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

Children are effectively safeguarded as staff demonstrate a good knowledge of their responsibilities with regard to protecting children. All adults working at the setting are appropriately vetted and proof of their clearance is available for inspection. Effective risk assessments ensure that the setting offers children a safe

and secure environment in which to play and learn. Staff and management have developed a system to enable them to consider the provision and to review the working practices through regular self-assessment. Parents play a role in this process by completing questionnaires, providing staff with feedback on their views of the organisation and learning outcomes for their children. The setting has made a number of changes since the time of the last inspection which have a positive impact on the children attending.

Staff are keen to update their knowledge and to use their individual strengths and expertise within the setting. They interact well with the children and facilitate their learning by following their interests and expanding their thoughts and ideas. For example, children showed an avid interest in dinosaurs so staff took them to the local library where the children chose books about dinosaurs. Toys and resources are attractively presented within the setting and placed in low-level storage units for easy self-selection. The premises are made bright and welcoming as staff decorate the walls with colourful posters, wall displays and examples of the children's creative work. Equality and diversity are promoted well through the setting's clear policies and procedures. Staff provide opportunities for children to learn about other people's differing needs through a range of activities, celebrations and resources. The setting provides a fully inclusive provision for all families, and staff work well with outside agencies to meet the needs of individual children.

The nursery demonstrates an unquestionable commitment to working in partnership with parents and carers. Parents are provided with an excellent range of written and verbal information, ensuring they are able to fully understand and complement the nursery's procedures and expectations. Each child is provided with a 'celebration story' which offers meaningful accounts of the activities that they have enjoyed and allows parents to understand the skills that their children are mastering. Emphasis is also placed on daily discussions with parents, particularly in relation to children's health and medical needs, enabling the nursery staff to respond to their individual needs with precision.

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

Children actively participate in a good range of play and learning activities which provide them with challenging and stimulating early years experiences. Their welfare needs are well met through the setting's established procedures and working practices. Children are provided with good opportunities to guide their own play, for example, they explore the properties of foam as they mark make using their fingers and small tools, and lift the foam from the tray and watch it fall through their fingers. Staff ask open-ended questions to extend children's language and make them think, such as 'what does it feel like?'

They enjoy outdoor play in the well-equipped outdoor areas. They use ride-on toys, stilts, a climbing frame, a slide and a tunnel. Children learn about nature as they hunt for bugs and make bird feeders. They thoroughly enjoy the plant growing area, digging the mould until it is loose and then mixing in compost in

preparation for planting fruit and vegetables. They develop their handwriting skills as they freely access a good selection of pens, pencils and drawing materials, both indoors and outdoors. Their creative talents are stimulated through painting, colouring, junk modelling, play dough, construction resources and imaginative play areas. Staff provide opportunities for children to learn about other people's differing needs through a range of activities, celebrations and resources.

Children's understanding of number is supported well. They use numbers in everyday activities and learn about problem solving, reasoning and numeracy through appropriate resources and good adult interaction. Many children confidently count up to ten and recognise written numbers up to eight. Children also learn about weight and measure when taking part in cooking activities. The book corner is used freely by children. They sit on the soft cushions and share the books with their friends and adults. Staff observe children throughout their day, recording their observations in the children's 'celebration stories' and using their observations to plot their progress and achievements.

Children develop a good sense of keeping healthy and well as they follow the staff members' clear directions. They understand that it is important to wash their hands before eating snacks and meals and know that they must use and dispose of tissues to wipe their nose. Staff keep surfaces clean and hygienic by using anti-bacterial spray. Outdoor play opportunities provide children with daily fresh air and the opportunity to extend their physical skills. They go for walks, enabling them to explore their local community as well as gaining a sound understanding of keeping fit and active. Children enjoy healthy and nourishing snacks and meals at the provision. They are encouraged to make healthy choices over the foods they eat as staff talk to them about what is good for them and what is not. Snack and meal times are relaxed and enjoyable and provide children with opportunities to develop independence skills, such as pouring their own drinks and using cutlery correctly.

Children are and feel safe as the setting conducts regular and effective risk assessments. Their knowledge of safety and keeping safe is extended through discussions with staff, who remind them of simple rules, such as not running indoors and being considerate of their friends. Children settle very easily into the session, parting from their parents and carers with ease. Children behave well and make friends with their peers. They develop their understanding of sharing as staff encourage them to take turns and to be mindful of the other children attending. The range of activities, both planned and freely chosen, provide children with good opportunities to develop and extend 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

<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	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	1

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

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

<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