

# Woodend Day Nursery

Inspection report for early years provision

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**Unique reference number**

206335

**Inspection date**

09/11/2011

**Inspector**

Debra Davey

**Setting address**

136 Main Street, Repton, Derby, Derbyshire, DE65 6FB

**Telephone number**

01283 704555

**Email**

**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.

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

Woodend Nursery was registered in 1995. It is privately managed from six rooms on the ground floor of converted domestic premises in Repton, Derbyshire. The nursery has a fully enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children.

The nursery opens each week day from 7.30am to 6pm, 51 weeks of the year, excluding some bank holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 44 children may attend the nursery at any one time, all of whom, may be on the Early Years Register. There are currently 98 children attending who are within the early years age range. The setting provides funded early education to three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of childcare staff, nine of whom, hold appropriate childcare qualifications. Both the Manager and Deputy Manager hold Early Years Professional Status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage which contributes towards ensuring that children make good progress in their learning and development. Most processes enhance the learning environment and organisation of the nursery. Procedures and practices contribute towards the safety and welfare of the children. Good partnerships with other providers and effective partnerships with parents ensure that the needs of all children are met. Partnerships in the wider context are used to promote good quality care and education and also contribute to the continuous self-evaluation. The capacity for continuous improvement is good.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with a child is collected from parents in advance of a child being admitted to the nursery
- 16/11/2011

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

- ensure that staffing arrangements are consistently organised to meet the learning and development needs of all children.

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

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Information regarding who has legal contact with each child is not currently collated. However, there are systems in place to ensure that children are only collected from nursery by those authorised to do so, thus the impact on children's welfare is minimised. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Children receive care in a nursery that is safe and secure. There are clear written risk assessments which ensure that hazards are identified. As a result, risks to children are reduced. Regular fire drills are carried out, hence children understand how to evacuate the premises safely should there be an emergency. The identification of visitors is routinely checked as part of the settings efficient risk assessment procedures.

The nursery is effectively led by the manager and supported by staff who are committed to providing quality learning experiences for the children. Regular staff meetings and positive partnerships with parents ensure that the evaluation of the provision is inclusive and purposeful. Generally, staff are utilised well throughout the setting. However, in the pre-school outdoor area, the organisation of staffing sometimes leads to spontaneous learning opportunities not being maximised. Systems to monitor and evaluate the nursery's strengths and areas for development are in place. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into nursery life. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. The indoor environment is welcoming and provides good opportunities for children to make choices about their own learning and play. Children have access to an outdoor area, in which, they can access a variety of resources to promote their development across all six areas of learning.

The nursery has created good links with local primary schools and other providers of the Early Years Foundation Stage. Staff visit the schools during transition times and regularly exchange information with other providers to ensure a continuity of care and development and therefore, better outcomes for the children. The nursery fosters effective partnerships with parents. Children benefit from parental involvement in their learning in the setting. Parents are well-informed about welfare, achievements and progress of their child so children are able to continue their learning at home. The ability of the management to improve standards and make progress is good. Self-evaluation is effective and parents and staff are involved in the self-evaluation process.

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

Children make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. The learning environment indoors is welcoming and child-friendly, with space for children to move around and explore. Resources are purposeful and developmentally appropriate. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern.

Children make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. Children enhance their sensory development as they explore the texture of paint with their hands and enjoying mark making with toy vehicles. They vigorously move the toy backwards and forwards and smile as they see the track marks emerging. They learn about colours and choose which colours to use. Their choices are acknowledged by staff who encourage children to mix their own paints, broadening their ability to become independent learners. Parents can choose for their children to learn French. They enjoy using visual prompts and songs to help develop their ability to speak a new language. Hence children extend their linguistic diversity. Children develop their problem solving and collaborative skills as they decide which balls will fit along a length of piping as it is rolled. They discuss which they think will go fastest and excitedly run to the end of the piping to watch, extending their predictive skills. Children's creativity and imagination is broadened as they use one object to represent another. Children use large construction pieces and pretend they are a shield and a sword and engage in games with each other. Children are active learners, creative and think critically. They are happy and confident to work independently or with each other.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. Staff remind children of how to stay safe. For example, they are prompted to use the hand rail when using steps in the garden area or to come down the slide feet first to avoid hitting their head at the bottom. A zebra crossing is used as a role play area within nursery to teach children about road safety. This knowledge is then further embedded and consolidated during weekly walks. Children are active and understand the benefits of physical activity. They can access a variety of resources which encourage their physical development, such as, slides, cars, trikes and climbing frames. Therefore, children are developing an understanding of the importance of exercise in supporting a healthy life style. Children understand and adopt good hygiene practices. They wash their hands before and after eating, supported by visual prompts in hand washing areas. They make healthy choices about what they eat and drink. A healthy snack of fresh fruit is available for children to access should they feel hungry. Drinking water is available in each room in order for children to remain hydrated. Children proudly display paintings and collages they have made for parents to see. They join in, make friends and

respect each other taking into account their diverse needs and backgrounds. Children respond to the expectations of the staff for good behaviour. Their understanding of the wider world is demonstrated through their play. A good range of resources, for example, computers, electronic toys and listening areas ensure that children can develop an understanding of the wider world and access it independently.

## 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                                | 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

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|--|---|
| <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