

# Woodville Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY232779

**Inspection date**

20/10/2011

**Inspector**

Debra Davey

**Setting address**

Blacksmiths Lane, Woodville, Swadlincote, Derbyshire,  
DE11 7EF

**Telephone number**

01283 552277

**Email**

info@woodvilledaynursery.co.uk

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Woodville Day Nursery is one of three nurseries owned by Swingboat Nurseries. It opened in 2002, and operates from purpose built premises in Woodville, Derbyshire. The setting 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. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 110 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 146 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 setting employs 45 members of staff. Of these 40 hold an appropriate childcare qualification at level 3 or above. One member of staff has gained 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 outstanding.

Woodville Day Nursery is highly effective in promoting successful outcomes for children. Excellent planning systems ensure that all children make rapid progress towards the early learning goals, given their starting points and capabilities. Staff continuously strive to create a safe, and welcoming environment which is inclusive to all children, their families and carers. They use their knowledge and expertise exceptionally well to ensure that all children benefit from the exciting range of activities. Consistent self-evaluation methods have a significant impact on the high quality of care provided, with all staff and the children's parents and carers contributing to ideas for continuous improvement. As a result children thrive in a vibrant, caring and stimulating environment.

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

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

- providing flexible resources that can be used in many different ways to facilitate children's play and exploration

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

Policies and procedures relating to the safeguarding of children are vigorous and effective. These are clearly understood and implemented by staff who have an excellent knowledge of the signs and symptoms of abuse and fully understand the procedures for referral. The provider has exceptionally high aspirations for children's care and well-being, taking positive action to monitor and evaluate the quality of the provision to identify and implement successful improvements. Staff, parents and children are regularly consulted and their opinions valued through a methodical continual self-assessment system. As a consequence, the needs of all children and families are met.

There are robust procedures in place to ensure adults caring for children are suitably qualified, experienced, inducted and kept up-to-date. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of children are in place and regularly reviewed. A well-motivated staff team gives good priority to keeping children safe. They take prompt action to manage or eliminate risks within the environment and through conducting effective written risk assessments of the indoors and outdoors. Risk assessments are robust and in place for every aspect of the nursery.

The nursery has exceptional partnerships with its parents and carers. An active parent group gives parents an opportunity to voice their ideas and suggestions and to gain a better understanding of the service. Staff dedicate time getting to know children and their families. This is achieved through the effective implementation of the key person system and informal discussion each day. Consequently, meaningful relationships are fostered which ensure children settle well and feel secure. Parents are kept up-to-date about their children's achievements and progress and encouraged to share what they know about their child through home link books and 'All About Me' forms, which helps strengthen the link from home to nursery and significantly contributes to their learning.

Adults are very effective in ensuring that all children are valued and their contributions acknowledged. Children with special educational needs and disabilities are welcomed and their individual needs are met through close liaison with other agencies. The management closely monitor the progress and learning of all groups and individuals to ensure there are no gaps in provision or achievements. There are highly effective systems in place to meet children's needs for additional support, they are identified as early as possible through sharing information and working with parents, other professionals and appropriate agencies.

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

All rooms, equipment and resources are maintained to a high standard. Adults meticulously support children in their learning and development and create a vibrant environment so that children are able to play and explore. Rooms are colourful and inviting, with examples of children's work imaginatively displayed from lengths of fabric falling from the ceiling, bringing it to the children's eye level. The staff make good use of space within the provision and use resources effectively. Resources are wide ranging and extensive both indoors and outdoors, however, some resources are prescriptive, for example dressing up, and have only one use, as a consequence, children's ability and opportunities to be creative are sometimes limited.

All children have a wide range of exciting resources to support their learning and development. Children can build in the construction area and are given opportunities to draw what they have built. There are mark-making opportunities in all learning areas across the nursery, encouraging children to communicate and express their ideas. The nursery has pets, such as a goldfish and giant African snails. Children are currently monitoring the growth of the snails each month and displaying their results in photographs to share their exploratory findings.

Children extend their communication skills extremely well through routine activities, such as, singing nursery rhymes, listening to stories and making marks using pencils and crayons. Exciting opportunities are provided to learn about shape, colour and size, as they sort toys into groups or make towers with large and small blocks. As well as counting objects and toys during play, some number games help children to develop their numeracy skills. Children enjoy making autumn trees using their hands and arms in paint. They are inspired as they go outdoors to collect leaves for a large autumn tree collage. They discuss how the leaves are 'crunchy' underfoot. They return indoors and excitedly work together to glue the leaves onto the display. They discuss autumn and colours and enjoy exploring the natural resources of leaves, fir cones and wood.

Children's skills for the future are enhanced as they enjoy programming small computerised devices to move along a road that they have drawn. They programme them to stop at the zebra crossing and staff use the opportunity to remind children of how to use a zebra crossing safely. Children clap and celebrate when they correctly programme the device independently and it stops. Children enjoy working together to reach their goals. Children are active learners, creative and therefore are developing skills to think critically. Younger children show a very strong sense of security as they approach familiar adults and are comforted. Children have very high standards of behaviour and respond positively to adult direction or instruction for example, children quietly put on their coats independently when asked to go outside, they are excited but understand the need to be orderly. All children adopt excellent hygiene practices. They are provided with healthy meals and are happy to make healthy choices for themselves. After lunch, children are encouraged to brush their teeth. Pictorial prompts for effective hand washing are displayed in all sink areas to help children manage their own

care independently. Children enjoy regular access to the outdoor area and know that exercise helps keep them healthy. Children discuss running outside and how it 'makes the heart go fast'. Children develop a strong sense of belonging and behave in ways that are safe for themselves and others. Staff consistently draw children's attention to any possible dangers in the setting and in their everyday life, such as road safety during play or using utensils safely at snack time. Children have exceptional opportunities to take responsibility in the setting and to play a part in the wider community. For example, a library bus visits regularly. Children have walks to the local shops to buy food for the pets in their rooms. They take trips to the local park and have visited a travel agents to gather resources for a role play area.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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
------------------------------------------------------------------	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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