

# Redwood House Childrens Nursery

Inspection report for early years provision

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EY421912

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03/02/2012

**Inspector**

Lynne Woods

**Setting address**

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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.

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**

Redwood House Children's Nursery was originally registered in 1992 and opened in 2011 as a limited company. It is a privately run company. It operates from two large adjoined properties in Wigan, Greater Manchester. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm, 51 weeks per year.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 123 children may attend at any one time, of these 123 may be under five years.

The nursery currently offers care on a full-time and part-time basis to a total of 215 children, 76 of these are in receipt of the flexible free entitlement.

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

Overall the quality of the provision is good.

Children are cared for in a welcoming child friendly environment that is well organised safe and secure. Children's individual learning needs are catered for well, ensuring that they make good progress towards the early learning goals given their age and ability. Resources and activities are well chosen and linked to the staff observations of children and their reflection on practice to help children develop their next steps for learning. The manager and staff team evaluates practice, identifying the benefit to children of creating a dedicated messy play area for pre-school children to freely access. Robust policies and procedures and staff training contribute to the strong effective partnerships with parents and other professionals and ensure that children are kept safe and their individual needs are excellently met.

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

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

- extend the range of natural resources freely available to children
- develop the outdoor learning opportunities for children attending.

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

Staff are committed, enthusiastic and skilful practitioners. They follow effective procedures to safeguard the children in their care. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report concerns. They receive regular training to ensure that their knowledge and understanding remain current. The management team take all reasonable steps to assess the suitability of adults working with children. These

include recruitment procedures that reflect the recommended guidance, including the seeking of identity, qualifications, references and a full Criminal Records Bureau check. The nursery is secure with internal doors being key pad locked, all visitors are requested to use the main entrance where their identity is checked and they are requested to sign in.

The management has high aspirations for improvement. It is committed to improving the quality of the provision for children and its enthusiasm is reflected in the way the staff team works in a cohesive manner. Self-evaluation has been undertaken and a quality improvement programme is being successfully implemented with the identification of soundly chosen activities, such as the further development of outdoor learning opportunities for children.

Staff meet with parents prior to their child starting to assess starting points for learning. The setting implements a robust system that clearly records children's achievements in all six areas of learning. Staff share a summative report with parents on a termly basis to discuss progress and agree next steps for children's learning. Parent's observations contribute to their children's learning, which is clearly identified in the planning for children's learning and development.

The setting meets the individual needs of the children well as the excellent systems and partnerships developed by the Special Educational Needs Coordinator support the individual needs of children and their families. The Special Educational Needs Coordinator works closely with other professionals to provide targeted support to small groups of children to develop communication and visits to other settings with parents to aid smooth transitions of children as they leave the setting. Parents state that the open communications with the nursery are good and that staff are easily approachable, helping them to support the continuity of care for each child. Parents spoken to are all very supportive of the nursery and feel that they cannot praise the staff enough.

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

The staff have a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage, which means that children make good progress towards the early learning goals as they develop confidence, self-esteem and form secure attachments. A range of written evidence, photographs and samples of art work contribute to the children's progress files. The children freely access a good range of developmentally appropriate resources that are available to them in the different areas of the nursery. The children are offered a range of play resources and treasure baskets. However, the availability of natural resources is limited. The staff use information gathered from parents and through observation to plan enjoyable and challenging experiences for children. Additional phonic training attended by the staff is implemented daily and enhanced further by the provision of phonic bags in the pre-school room. The children take these home to complete activities with their parents further developing children's communication and pre-reading skills.

The nursery promotes all of the five outcomes for children through the daily routines and the planned activity program. The children are well behaved and courteous to each other as the staff are positive role models for them. The children learn to keep themselves safe as they learn about people who help us and have visits from a Vet, Postman and Physiotherapist. Children in the pre-school room call the police on 999 and complete medical records in the hospital role play area. Children become aware of how to adopt healthy lifestyles as they engage in a local authority initiative. They develop their gross motor skills and co-ordination in the extensive outdoor play area, which includes a dedicated area for younger children and a range of climbing and balancing equipment. Children make a positive contribution as they learn about different cultures and lifestyles, which are supported by a range of resources, books and musical instruments from other cultures that are stored centrally in the nursery to provide access to all children. The children's skills for the future are developed as they use the computers and a range of programmable toys measure and count ingredients. The environment is thoughtfully arranged to provide the children with the opportunity to mark make and problem solve.

## 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	1
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	1
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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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