

# Woodlands PDN

Inspection report for early years provision

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**Unique reference number** 509204  
**Inspection date** 24/03/2009  
**Inspector** Sheena Gibson

**Setting address** 194 Duffield Road, Derby, Derbyshire, DE22 1BJ

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**Type of setting** Childcare - Non-Domestic

## 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.

## Description of the setting

Woodlands Private Day Nursery opened in 1991. It operates from a converted house close to the centre of Derby. The children are accommodated over two floors in age appropriate group playrooms, with adjacent changing and toilet facilities. There is a safely enclosed rear play area and direct access to the local park. The pathway from the pavement to the entrance is level with a small step on entering the building. Facilities may be limited to the ground floor and garden for persons with mobility difficulties as there is no lift for first floor access. The nursery opens five days a week all year round from 07.30 until 18.00.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 260 children under eight years on the roll of whom 249 are in the early years age range. The nursery is registered for nursery education grant funding. The provision serves the local community and surrounding county areas.

The nursery employs 24 childcare staff on a full or part time basis. Over half the staff have appropriate early years qualifications to Level 2 or above. This includes two who have qualified teacher status, one of whom has also achieved the Early Years Professional status. The setting receives support from Derby City local authority and are members of the Private Day Nurseries Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in the setting. Their welfare is effectively supported and they make good progress in their learning. Their needs are generally met well and so children are able to feel valued and not disadvantaged. Positive relationships have been developed with parents to promote a consistent approach to children's care and learning. Systems to monitor and evaluate the practice have been devised and plans made for future improvements to benefit the outcomes for children.

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

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

- review the Owls Classroom environment so that all areas are interesting, attractive and resources are sufficiently challenging for children
- develop further the systems for assessing children's progress to ensure that their next steps are identified and it is clear how they are progressing across the areas of learning
- develop further the systems for ensuring that other providers are involved with the assessment process.

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

Staff and management work well together to provide an enthusiastic and dedicated team who effectively support children's care and learning. There is consistent communication, for example, through staff meetings and one-to-one meetings to ensure that information and good practice are shared. Staff's knowledge and skills continue to be improved and updated through both in-house and external training. The setting has a system in place for recruitment that is sufficiently robust and so positively supports children's safety as it ensures that those who work with children are suitable to do so. Well-maintained records, policies and procedures, which are required for the safe and efficient management of the setting, are in place and are effective. They are implemented well by staff, ensuring the needs of all children are met and that they are well-protected.

Children's safety is supported well through, for example, comprehensive risk assessments of the indoor, outdoor area and for trips and outings. All staff are familiar with the needs of the children such as their interests and whether they have any dietary requirements. Careful consideration is given to the deployment of staff to ensure that ratios remain appropriate and there is always sufficient staff in rooms. The setting has completed a self-evaluation form and periodically reviews systems and processes. Staff are involved with the evaluative process and feedback from parents is also considered, giving the management an all-around view of the effectiveness of the provision. Action plans are drawn up in order to address identified weaknesses and also any actions from the previous inspection.

Staff and management have a sound understanding of safeguarding children and their role in protecting children if there is a concern about their welfare. The nursery is generally well-equipped with appropriate areas for children to eat, rest and play. The resources that children use are safe and regularly cleaned to minimise the risk of cross-infection. However, in the Owls Classroom some of the resources are worn and unappealing so do not always challenge or hold the interest of children. The setting works well with parents and provides them with a comprehensive range of information that supports a cohesive approach to children's welfare and learning.

## **The quality and standards of the early years provision**

The majority of staff have a good understanding of how to effectively support children's learning, including a skilled Early Years Professional. The systems for recording children's capabilities are in a transitional phase and so are not consistently identifying children's next steps or showing how they are progressing across all areas of learning. Despite this children progress well because the setting has in place a very effective key worker system that enables staff to know the children very well and successfully support their learning. Careful consideration is given to ensuring that children of all ages can independently access resources with a creative use of storage materials such as soft buckets and drawer units. This enables children to think about what they want to play with and make their own decisions. Photographs of children and their families adorn the walls and this helps

to give children a sense of belonging.

Parents are able to support children's learning as they are given information on, for example, what songs and rhymes support counting. They contribute to children's assessments, promoting consistency for children's learning, although not all external providers are involved with the assessment process. Children are given a broad range of opportunities to develop their skills across all areas of learning. Babies and early walkers are given support to extend their mobility skills. They enjoy sensory experiences such as chewing on wooden pegs and banging on plastic bottles. Toddlers are learning to work out how two small ducks fit into a larger duck, developing early problem solving skills. They are confident and becoming very independent. They attend to their own needs, such as putting on their own coats, aprons and some groups enjoy serving themselves at meal times. They competently collect their own items for craft such as pouring their own glitter into pots. They chat to friends about what they are making and are developing capable language skills. Staff are able to extend this through, for example, questioning and challenging children with more complex words.

Children understand the 'rules' for the setting such as wearing the 'sand necklace' when playing in the sand and also they recognise that three children are allowed at one time in the mark-making area because they recognise the picture that thinks to the number three. They have opportunities to experiment and think critically when exploring ice and working out that it melts when it gets warm. The well-equipped outdoor area provides children with opportunities to develop physical skills as well as have fun. They are beginning to develop an understanding of how to stay healthy and older children explain what happens when they exercise, saying that their heart 'goes fast' and they get warm. Children have respectful relationships with each other and some are developing close friendships. Their health is effectively supported through nutritious meals and snacks that comply with their dietary requirements.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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