

Woodhouse Nursery

Inspection report for early years provision

Unique reference number	EY441272
Inspection date	26/06/2012
Inspector	Angela Howard

Setting address	53 Beighton Road, Woodhouse, SHEFFIELD, S13 7PN
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Telephone number	0114 2693929
Email	whninvoices@gmail.com
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

Woodhouse Day Nursery originally opened in 1997 and re-registered in 2012 under new ownership. It is a private nursery owned by Sunningdale (Yorkshire) Limited. It is situated in a large detached property in the Woodhouse area of Sheffield. There is a secure outdoor play area. The nursery is open Monday to Friday from 7am to 7pm all year, excluding bank holidays. The nursery also offers holiday playcare.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 72 children aged from birth to eight years may attend the nursery at any one time and of these, 72 children may be in the early years age range but not more than 24 may be under two years. There are currently 95 children in the early years age range on roll and of these, 31 receive funding for early education.

There are 21 staff employed to work with the children, all of whom are qualified to level 3 or above in childcare. There are two members of staff qualified to degree level and one working towards a degree and Early years Professional status. Two members of staff are qualified to level 4 and one is training towards level 4. The nursery also employs two ancillary staff. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A very inclusive approach ensures that the learning environment and resources provide imaginative challenge to stretch each child's learning, play and exploration. Exceptionally strong relationships are established with parents as staff works closely with them to support, guide and nurture their children. Management are very successful in inspiring the staff. Morale is very high and senior management have used an excellent range of strategies to inspire, influence and to empower the staff. There is a very clear sense of direction and staff give utmost priority to self-evaluation and opportunities for training and development.

What steps need to be taken to improve provision further?

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

- enhance the process of tracking children to ensure that the systems effectively monitor their progress and address the next steps in their personal learning and development
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding children. All staff within the setting are fully aware of the steps to be taken to safeguard children. There are highly effective procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Children are further safeguarded by highly rigorous recruitment and vetting procedures undertaken on all new staff. This means that children are safe and secure while in the setting. Excellent detailed risk assessment, along with daily checks, help to ensure the setting is secure and safe for children to explore. Identification is checked for any visitors who are then asked to sign in and out using the visitor's book. All regulatory documents are of a very high quality and are implemented extremely well to ensure that the needs of all children are successfully met. The environment is conducive to learning and is well maintained. The premises are very welcoming, brightly decorated with children's art work and photographs prominently displayed. Self-selection is well-established in the setting, therefore, children are highly independent from a very early age. They enjoy accessing a safe, stimulating environment and arrive at the setting eager to play with their friends. However, the outdoor play, although often exciting, does not always equal that of the provision inside.

The whole ethos of the setting is to promote inclusive practice. Staff work well to ensure that each child and family is fully included in the life of the setting. They have a good understanding of children's individual needs and recognise and value children's differences. Children freely access a good selection of resources to learn about the wider world and other cultures and take part in celebrating various festivals throughout the year. Signs and symbols are used confidently by staff and children with additional needs, helping them build strong bonds, which helps them to feel settled and secure. Children are successfully nurtured, respected and discrimination is never accepted. Therefore, the outcomes for children and their experiences are very positive.

Staff have excellent relationships with all the parents and are meticulous in promoting a shared approach to the children's care and learning. Parents are well informed about their children's welfare, achievements and progress through extensive written and verbal information each day. Parents are encouraged to review their children's learning journals and to make use of the 'bag books' provided to enhance the two way flow of information. They attend parents evenings, receive progress reports and suggest ideas for planning through the use of an interest tree. Parents are positively encouraged to share learning which happens at home. The settings ethos is to work very closely with all agencies providing support for parents, children and families. The staff have been very proactive in establishing links with other providers, introducing a communication book that promotes consistency and continuity of care for children in shared care. The management demonstrates a very high commitment to improving their practice and has an excellent vision for the future to maintain continuous improvement. They have instilled in the staff team the capacity to succeed, empowering them, which has given them fresh momentum. Managers have drawn on a wide range of strategies to inspire the staff, such as using them as sounding

boards, valuing their input, taking things steady, using a ninety day action plan that clearly shows key performance indicators that are broken down into specific tasks within a set time line. This results in a setting that is forward thinking and demonstrates a shared vision for the future to ensure that continuous improvement is sustained.

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

The staff provide a wide range of activities and give children a good level of support, which enhances greatly their overall development and learning. Children are very confident from a very young age, share ideas with their peers and all ages play together harmoniously. Children are developing a good range of skills necessary for their future learning and development. When the children play, conversations flow-freely, which helps to develop spoken language and enhance vocabulary. The environment is very rich in signs, symbols, notices, words and books to support children in developing confidence and a good disposition to become competent in communicating. There are lots of small intimate areas children can sit together and share ideas and thoughts, sit alone pondering or observing others at play where they feel safe and cosy. They go under canopies inside and outside and sit in wonderful cushioned comfy rest areas. Babies coo, babble and make sounds as they copy staff and they squeal in delight as they see their reflection in the mirror. This encourages them to make new sounds and, as a result, they are keen to engage with staff.

Children follow their interests with persistence and concentration and have confidence to try new activities by themselves. They explore and investigate the natural world and a range of sights, smells, sounds and textures. For example, they plant and tend to herbs and vegetables and study the birds that visit the garden. This is a good learning environment where children can play in the fresh air and develop their physical skills. Children show wonder as they observe natural objects in interest baskets, such as sea shells and sponges with a magnifying glass. Babies freely access treasure baskets, low level mirrors and a wide range of shape sorters and baby toys which promote hand to eye coordination. All children access a full range of tactile play resources. From a young age the children like to explore the different cereals, ice, rice, sand, water, jelly and grated carrot. Children's ideas, choices and interests are fully encouraged by staff and ensure that children continue to be enthusiastic about their learning. For example, children are showing interest in the Olympic torch journey. Staff have provided collage material and children have made their own torches. Which are very impressive from paper cups and tissue paper. Well thought out organisation of activities in all areas of the nursery, have resulted in the successful promotion of child-centred learning. The success of this approach is seen by the children's good progress and high levels of enjoyment. However, the tracking of children's progress against the six areas of learning lacks rigour.

Children show that they are developing an excellent understanding of how to keep themselves safe. They are able to follow simple instructions and show a clear

understanding of how to use equipment safely. For example, they remind each other not to wave forks about at lunch time and not throw water at each other because bubbles may get in your eyes. Children are extremely content and settled because their individual health, physical and dietary needs are met in an exceptional manner. The older children demonstrate a very good awareness of healthy foods as they talk about foods that are good for them, for example, that sweetcorn will make them big and strong. Overall, children have fun, make good progress in their learning and thoroughly enjoy their time spent at the nursery.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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