

# Woodlands School Great Warley

Woodlands Schools, Warley Street, Great Warley, BRENTWOOD, Essex, CM13 3LA

## Inspection date

Previous inspection date

10/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Babies and children are settling well into this new nursery and are forming secure attachments with their key persons and other staff members.
- The staff are sensitive, supportive and skilful when interacting with children.
- Babies and children are appropriately developing their independence skills within a warm and harmonious atmosphere.
- Close links exist with the early years class within the school and consequently, there are smooth transitions when children enter the next stage in their education.

### It is not yet good because

- Opportunities for the youngest children and babies to extend their physical development in the outdoor environment have not yet been fully embraced.
- The systems for self-evaluation are in the early stages of development. The management and staff are only just beginning to reflect on their practice to evaluate what they do well and identify where they could do better to ensure that children learn and achieve as much as they can.
- Parents are sharing initial information about children's interests and capabilities on entry to the nursery, however, they are not yet involved in the ongoing assessment process.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment. This included a joint observation with the deputy of the nursery.  
The inspector held discussions with the deputy manager and staff team of Little Acorns, the teacher from the early years classroom and held a meeting with the headteacher of Woodlands School.
- The inspector looked at children's learning journey records and planning documentation.
- The inspector viewed evidence of suitability and qualifications of the staff team, risk assessment and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from information included within the recent nursery survey.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

Little Acorns Nursery at Woodlands School Great Warley is one of two nurseries run by Woodlands School Limited. It opened in 2012 and operates from two dedicated playrooms within a self-contained unit. This is located on the site of an independent school in Great

Warley, Essex. Children share access to an outdoor play area and extensive school grounds for outdoor play. Children attend for a variety of sessions and come from the local community and surrounding areas.

The nursery is registered by Ofsted on the Early Years Register. There are currently 17 children aged from one year to three years on roll. The nursery opens five days a week for 50 weeks of the year. Operating times are from 7.30am until 7pm. The nursery employs five staff. All of whom, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the educational programmes for physical development by using unplanned opportunities and planned times for the youngest children and babies to:
  - have well-planned areas that allow babies maximum space to move, roll, stretch and explore in safety while outdoors
  - have novelty in an environment that encourages babies to use all of their senses and move while outdoors.

#### **To further improve the quality of the early years provision the provider should:**

- monitor and evaluate the care provision and educational programmes more closely to implement well-focussed development plans that widen the depth, breadth and challenge that enables children to achieve as much as they can
- extend the information provided to parents about their children's next steps in learning and encourage them to support and share more information about their children's learning and development at home.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children and babies enjoy playing and learning in this caring, welcoming nursery. Teaching techniques are suitable and the staff are becoming skilled at developing the children's confidence and communication skills. They sensitively encourage children to take part in conversations and develop their language skills by asking carefully framed questions to gauge their understanding. Play equipment and resources in the indoor environment are of a good quality and positively support children's early learning in all seven areas. Children are starting to recognise colours, recite numbers, develop their imagination and explore mark making. The role play area is well used and children of all ages have fun acting out real life and imagined scenarios such as preparing a meal or

completing other household tasks. Children develop their understanding of everyday technology playing with telephones and have easy access to a computer.

As the majority of children have only recently joined the nursery the staff are using their basic knowledge of where children are in their development to automatically structure activities at different levels for the children involved. Each child's key person closely monitors how the children settle, offering much encouragement in order to help them build their confidence. There are efficient processes in place to ensure that an initial assessment is completed and subsequently, the key persons use a sound approach to record achievements and monitor progress. Children's next steps and learning priorities are also identified and are beginning to be used to inform the planning. The staff are now acting on advice from the local authority advisor to enhance how they monitor and track children's progress to ensure that no individual child or group of children gets left behind.

The nursery requests information from parents prior to children being cared for in the nursery about care routines, interests and capabilities to ensure that individual needs are met. However, staff are only just starting to make arrangements to share information with them about their children's learning priorities. They are also just beginning to encourage parents to become more involved in their children's learning through contributing their observations of children's learning and development at home.

There are suitable systems in place ready to support children who have special educational needs and/or disabilities or who have English as an additional language. Several of the management and staff have attended relevant training to act as a special educational needs coordinator and know how to support children with varying medical needs. There are currently no children on roll who attend other early years settings or who need support from other agencies. However, the nursery is aware of the requirement to work in partnership with all other parties when the need arises.

### **The contribution of the early years provision to the well-being of children**

This new staff team is a very caring group of experienced practitioners. Staff and children demonstrate affectionate attitudes towards each other. Younger children receive plenty of eye contact and feel nurtured because they have regular cuddles. Babies snuggle up to staff receiving reassurance and settle quickly to sleep peacefully and undisturbed when they feel tired. Older children also enjoy the positive interaction they receive from staff and happily express their needs, such as wanting a story or more fruit at snack time. Children benefit from the structured routine of the nursery. They are becoming familiar with what is expected of them at certain times of the day and consequently, develop a sense of belonging and security. For example, children know where their belongings are stored and look for their shoes when it is time to go outside and remember that they need to wash their hands before eating.

Children behave well in the nursery. Staff model expected behaviours, such as saying please and thank you and children receive praise for being kind and sharing toys. Children receive gentle reminders about how to play with equipment safely and are given instructions pitched appropriately at the child's level of understanding. This helps older

children to build the knowledge that they need to begin to assess and manage risk for themselves, for example, they practise the safest way to climb on outdoor apparatus and learn that water needs to be mopped up to prevent slipping.

There are opportunities for most children to play safely outdoors in the fresh air at allotted times during the day. Children from the nursery currently share an outdoor play area with the adjacent early years class of the school and become familiar with the adults who will be teaching them during the next stage of their education. The older children in the nursery confidently access outdoor play materials and go on nature trails in the school grounds. However, there is not yet a secure and enclosed outdoor play area specifically suited to the needs of the youngest children and babies.

Children are developing an awareness of healthy lifestyles as they eat nutritious, freshly cooked midday meals in the school cafeteria. They observe and help to water plants with vegetables growing in the school garden. They can also independently access a drink whenever they feel thirsty. The numbers of children attending the nursery are currently low, consequently, there is ample space for children to explore the indoor play equipment in comfort and safety. As the children's rooms are designated 'no shoe' areas, the floors are maintained to a high standard of cleanliness. This means that babies can lie and play on the carpets with no obvious risk to their health.

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

The management of the nursery and staff team are aware of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. Documentation has been reviewed and updated to meet the recent regulatory changes. The nursery management ensure that each child is allocated a key person right from the start so that parents know who they can speak to when sharing important information. The deputy and the staff team capably run the nursery while the manager is on holiday.

The headteacher of the school and the nursery staff team all share the ambition of improving the nursery further and work appropriately together to this purpose. Regular staff meetings are held each month where best practice is shared and discussed. A suitable programme of performance appraisals for staff is in place. Questionnaires have very recently been sent out to parents to gather their views and suggestions. However, further evidence of self-evaluation or action plans is currently limited. This results in some restrictions to the rigor that drives improvement in the educational programmes to ensure that children achieve as much as they can.

Safeguarding is effectively supported. The staff in the nursery undergo appropriate recruitment, vetting and induction procedures, which helps ensure they are suitable to work with the children. A well organised range of security measures, risk assessments and policy documents is in place to ensure that children are protected from harm. The staff have completed safeguarding courses to ensure that they understand their role in identifying and reporting any concerns where necessary. All staff hold current first aid certificates so that they can deal with minor injuries and accidents.

The nursery is establishing warm and welcoming partnerships with parents. Prospective parents are shown around the nursery by the headteacher and families are embraced into the community ethos of the school. Parents are provided with relevant information about the nursery through the prospectus, website and displays and are invited to school functions, such as the sports day.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

**Setting details**

<b>Unique reference number</b>	EY439501
<b>Local authority</b>	Essex
<b>Inspection number</b>	785960
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Woodlands Schools Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01277233288

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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