

Woodlands Day Nursery

111 Wetherby Road, Harrogate, North Yorkshire, HG2 7SH

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| Inspection date | 23/10/2012 |
| Previous inspection date | 29/05/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- All children are making good progress in relation to their starting points overall including in their personal and social development and are well prepared for their next stage of learning, including school.
- Outdoor play and learning is positively embraced by all practitioners. Children of all ages thoroughly enjoy a wide range of exciting and motivating outdoor learning experiences in all weathers. This greatly promotes their all-round learning and development.
- Overall, babies and children have formed secure emotional attachments to key staff who know and care for them well and show they feel safe, secure, confident and happy.
- Staff are well deployed and many are highly qualified and experienced. They work well together as a team to safeguard and promote the learning, development and welfare of the children in their care.
- Leaders and staff are constantly looking for ways to be even better and together strive to provide the best provision for children.

It is not yet outstanding because

- Systems for supporting all parents and children who speak English as an additional language who are new to the setting are not sufficiently robust. At times, this limits the setting's ability to quickly and thoroughly identify and meet children's individual needs.

- At times nursery routines for younger children limit their opportunities to explore and play with their learning environment and for staff to support and extend children's learning and progress.

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 spent the majority of time observing children in all age groups, both indoors and outdoors and practitioners interactions with children.
- The inspector took account of the views of parents spoken to on the day and in the information included in the settings own parent survey.
- The inspector scrutinised a sample of documentation relating to children's learning and progress, safeguarding, leadership and management of staff and self-evaluation and improvement.
- The inspector carried out two joint observations with the manager.
- The inspector held discussions with the manager, provider and staff and talked to children throughout the inspection.

Inspector

Rachael Flesher HMI

Full Report

Information about the setting

Woodlands Day Nursery is a privately owned nursery, which was registered with the present owners in 2001. It is one of four childcare provisions run by Funcare Limited in the area. The nursery operates from a semi-detached house on the outskirts of Harrogate, North Yorkshire. The ground floor, first floor and annexe are used for the children, comprising of eight rooms. Access to the first and second floor is by stairs only. The second floor of the property is used for administration work and as a staff room. There is access to two enclosed outdoor play areas, one for babies and tweenies and another for pre-school aged children. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register to care for 54 children aged from birth to five years old. There are currently 86 children on roll, aged from three months to five years. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years old. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. Opening hours are from 7.30am until 6.00pm five days a week, all year round with the exception of bank holidays. There are 13 full-time staff and eight part-time staff who work with the children. Almost all have childcare qualifications ranging from level two to level seven with one member of staff holding Early Years Professional Status (EYPS) and another due to complete shortly. The nursery achieved the North Yorkshire Quality Assurance Scheme in 2005 and this was re-accredited in Summer 2010. Links are in place with local schools, the children's centre and other settings where children also attend.

What the setting needs to do to improve further

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

- ensure practitioners have robust systems for supporting and communicating with all parents and children who speak English as an additional language, particularly those new to the setting, to help them settle in and swiftly identify and meet their individual needs
- review the daily nursery routine for younger children to maximise the time available for children to explore and play and for practitioners to support and extend children's learning and development.

Inspection judgements

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

Children's learning and development records consistently demonstrate that practitioners are supporting all children to make good progress in their learning and development in relation to their starting points overall. Any gaps in the progress between individuals and groups of children, for example vulnerable two year olds in receipt of early education funding, are narrowing due to the timely interventions and additional support provided. In addition, parents are generally meaningfully involved in their child's learning. For example through the home to nursery diaries that keep both parties fully informed of what children enjoy, know and can do. This information is used to support children's learning and is having a positive impact on their progress and development. As a result children get off to a good start and are well prepared for their next stage of learning. The local school reports it knows the children from Woodlands Day Nursery as they arrive well-prepared for school and eager to learn. Parents also report that the transition arrangements with the local schools really help their children settle in. However, systems for supporting all parents and children who speak English as an additional language who are new to the setting are not sufficiently robust. At times, this limits the setting's ability to quickly and thoroughly identify and meet children's individual needs and help them settle due to language barriers. Nonetheless, practitioners generally have a good understanding of the individual needs of all children and are meeting these well overall.

The learning environment is of good quality and the educational programme covers all areas of learning with sufficient depth and balance. Practitioners are particularly committed to providing ample, good quality outdoor learning experiences for children of all ages in all weathers that motivate and interest them. Children, including babies, are confident to explore and investigate their surroundings and are given time and space to lead and direct their own play and learning. On balance, many practitioners, particularly those working with pre-school children, are highly skilled at following children's interests and supporting and challenging them to think, investigate and experiment. They also use effective dialogue and open questions to extend their learning further. As a result, children are confident and capable learners and as parents stated, 'thriving' and 'making good progress.'

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

Staff are well deployed and work well together as a team to safeguard and promote the learning, development and welfare of the children in their care. A well embedded key person system ensures that most children have formed secure emotional attachments to key staff who know and care for them well. As a result, children show they feel safe, secure, confident and happy and seek out practitioners for comfort and cuddles. Overall, practitioners take great care identifying children's individual needs and interests to ensure they receive personalised care, and learning and development opportunities tailored to their needs. This ensures children are interested and motivated to take part in activities and develop their skills. However, at times nursery routines for younger children limit their opportunities to explore and play within their learning environment and for practitioners to support and extend children's learning and progress. Children new to the setting are

generally supported well to settle in and all children are prepared for their transitions within and beyond the provision.

Children are developing a good understanding of how to keep themselves safe and healthy. They are confident in their surroundings and play in ways that are safe for themselves and each other, particularly when playing and exploring outdoors. Here they enjoy presenting themselves with challenges and taking safe risks when climbing and balancing on the crates and planks. Children's independence is fostered well, appropriate to their abilities, and they are encouraged to manage their personal care needs. For example, at meal-times older children confidently pour gravy on their shepherd's pie. Children clearly understand the importance of good hygiene and competently wipe their noses with tissues, use the toilet and wash their hands.

Children enjoy their healthy meals and the company of their peers and practitioners at mealtimes and demonstrate good table manners. They are developing strong friendships with their peers and show empathy and understanding of the feelings of others. They model respectful behaviour and consequently children play harmoniously together and treat one another with respect. There is a consistent and appropriate approach among practitioners to managing children's behaviour.

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

Leaders and practitioners have a good understanding of the revised Early Years Foundation Stage due to the training and support accessed externally and the preparation they have made themselves. Requirements for safeguarding children and promoting their welfare are met and given high priority. Practitioners demonstrate a good understanding of how to protect children and keep them safe. They are meeting the requirements fully and are beginning to implement any new requirements well. For example, recent changes have been made to the arrangements for managing the performance of staff. Processes now involve the manager observing practitioners once a term and providing feedback to enable them to improve further. However only a few practitioners had been observed to date and not all have received feedback to enable them to improve further.

Leaders and practitioners are constantly looking for ways to be even better and together strive to provide the best provision for children to help them make even better progress. Good processes are in place to evaluate and monitor the provision and practice and secure continuous improvement. Recommendations set at the last inspection have been addressed and targets for improvements are set and monitored through the development plan. Practitioners constantly reflect on their professional development needs and are fully supported and enabled to access a wide range of training and support. They cascade what they have learnt on training to the rest of the team and some have taken the lead on improvement projects through the 'nursery champion' role. This has resulted in a good quality and highly motivated workforce that enhances the quality of the provision and the learning and development children make.

Parents report they feel welcome, valued and included. They are very satisfied with the

nursery, state their children enjoy attending and find it a 'friendly' and 'homely' place. Others state 'it is like a second home' and 'I know when my child comes here he's having a nice time. He doesn't want to come home'. Both parties are kept up to date on the child's progress and what they enjoy doing both at home and at nursery through daily verbal updates and conscientiously completing their home to nursery diaries. Effective partnerships with other professionals ensure that children, including those whose circumstances make them vulnerable and those with special educational needs and/or disabilities, receive the support they need to make good progress and build firm foundations for their future learning.

What inspection judgements mean

| Registered early years provision | | |
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| 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

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| Unique reference number | 400105 |
| Local authority | North Yorkshire |
| Inspection number | 887319 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 0 |
| Total number of places | 0 |
| Number of children on roll | 86 |
| Name of provider | Funcare Limited |
| Date of previous inspection | 29/05/2009 |
| Telephone number | 01423 886470 |

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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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