

Woodville Day Nursery

Blacksmiths Lane, Woodville, Swadlincote, Derbyshire, DE11 7EF

Inspection date

08/01/2013

Previous inspection date

20/10/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Staff develop a good knowledge of the children who attend. This helps ensure each child makes very good progress in their learning and development in relation to their starting points when they join the nursery.
- The well-established key person system helps children form secure attachments and promotes their overall well-being efficiently.
- Management's realistic process of self-evaluation and effective monitoring systems mean that continuous improvements are made and ensure quality care and learning are provided for children.
- Effective partnership with parents means there is united approach to meeting individual children's needs, ensuring that they make good progress.

It is not yet outstanding because

- At snack time, some staff do not promote self-help skills for some older early years children. As a result, children do not learn to pour their own drinks or choose their own food.
- At snack time, there are some staff who do not follow nursery hygiene procedures accurately. This does not provide the children with good role modelling and may compromise their overall health.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector met with the owner, area manager, managers and spoke with several staff in their group rooms.
- The inspector observed children at play in the playrooms and outdoor play area.
- The inspector looked at children's learning journals and their tracking documentation.
- The inspector scrutinised documentation including registers, safety records and samples of planning and assessment.

Inspector

Janice Hughes

Full Report

Information about the setting

Woodville Day Nursery is one of three nurseries owned by Swingboat Nurseries. It opened in 2002, and operates from purpose-built premises in Woodville, Derbyshire. The setting has a fully enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children.

The nursery opens each week day from 7.30am to 6pm, 51 weeks of the year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 143 children on roll, who are all within the early years age range. The nursery provides funded early education to two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 33 members of staff. Of these, 28 hold appropriate childcare qualifications and four members of staff have gained Early Years Professional Status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- review all staff's knowledge of hygiene policies and procedures to be sure they always promote good modelling and to protect children's health at all times
- strengthen existing ways of building on how staff encourage children to develop their self-help skills; paying particular attention to snack times.

Inspection judgements

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

Children are making very good progress in their learning and development with the support of staff and through an exploration of a broad range of activities, resources and experiences. Each child is supported by a key person whose primary responsibility is to build a secure relationship with them and their parents and to support children's learning. Information is gathered about children's starting points, which helps staff find out about their interests and enables them to begin to plan to meet their individual needs. Each child has a 'learning journal' which their key person uses to track their achievements, identify the next steps in their learning and plan for how these will be achieved. Journals are comprehensive and are building into a clear record of children's progress. Parents are invited to view these whenever they wish and make positive comments on how their children are progressing. These are then used to help inform planning. Key persons produce a summary of children's progress every term which they share with parents. This ongoing exchange of information means that parents and staff work together closely to support children and meet their learning needs. Other measures have been introduced,

such as the 'Home Link Folders' for the older early years children. These folders provide ideas of how the parents may help their child's learning at home. The folders contain suggestions of activities to complete at home that link with the nursery themes. The success of the folders has promoted a display of photographs and children's work to be created in the corridor. This values the parents' involvement and children's participation in the home tasks, providing complete consistency for children's learning.

Staff interact positively with children and are fully committed to their learning; they talk and play with children skilfully and efficiently. Staff in the baby rooms acknowledge the sounds and gestures of younger children very well. They enjoy a weekly 'sing and music' session and staff incorporate signing as part of younger children's communication. They introduce vocabulary and ask questions that encourage the babies' language skills. Babies display confidence in their surroundings and as they make choices from the play materials that arouse their interest or curiosity. For instance, babies enjoy exploring the treasure baskets and concentrate as they feel the textures of the shell and lace bag; helping them to understand about the things in their environment. They develop their physical skills as they investigate how to use the baby gym. Staff support children as they explore the bricks and investigate how to fit these together. Young children listen to stories with enjoyment. These stories are made interactive as they are encouraged to identify the noises different animals make.

Children develop their personal, social and emotional skills as they play alongside their friends and have regular opportunities to mix with other children from different base rooms especially when playing outside. Toddlers explore trays of 'oats and compost', which slither through their fingers to make patterns and show delight in painting a picture for their parents. They concentrate very well and show their expressions as they paint 'green mummies and daddies'. The staff fully understand, and support effectively, the prime areas of learning and how young children learn best through play and investigation. They use all evidence that they gather to produce comprehensive 'two year progress check summaries'. These have been successfully completed and shared with parents who have commented on how well their children are learning.

Older early years children are encouraged to be as independent as possible, most of the time. For instance, they put their own coats and shoes on when going outside and use the bathroom appropriately. At snack time, some of the children pour their own drinks and serve their food. However, some of the children do not have this opportunity as staff pour the drinks out of large jugs and hand out the food to the children. This means that some children are not practising their independence skills at this time. Sensory play and the provision of different materials is a strong feature of children's tactile experiences throughout the nursery.

Pre-school children 'fly' their aeroplanes through the sky and make delightful noises as they land at the airport they have constructed. They are constantly talking about the aeroplanes and staff use these opportunities to enhance the children's learning. For example, they suggest they might want to put windows in the aeroplanes for the passengers. This activity evolves and the children talk about who has been on an aeroplane and they exchange conversation well. It is from these conversations that the 'What we do at nursery' books were put in place. These books reflect a wide range of

topics that have arisen as a result of discussions about something that interests children. For example, a visit to the farm, giant tortoises, pyjama day, a visit to the pet shop, different books and forthcoming special celebrations. The key person scribes children's initial thoughts on a topic and they then develop it further. This may entail doing research using the computer, producing artwork or writing and participating in trips out of the nursery. As a result, children increase their knowledge, they learn from one another, work together and they are encouraged to think.

Older early years children confidently use numbers in conversation. For instance, they chat about how old they are now and how old they will be on their next birthday. Activities using scales to weigh items encourages them to identify written numerals and compare size. Children remain busily occupied painting pictures relating to a character in a story book. For example, they create wonderful recognisable 'penguins'. They explain what they have drawn and chat confidently about what the character looks like, referring to its yellow beak, feet and wings and saying that 'these help the penguin to dance'. Children then proceed to re-tell the story in their own words and look in the book to find pictures that correspond to what they describe. Physical development is promoted well as children play parachute games, hide and seek, learn to climb and balance and ride wheeled toys negotiating obstacles with skill.

Children learn about the world in which they live as they see positive images of diversity displayed and take part in different festivals and special events that are relevant to the children who attend the nursery. All children have the opportunity to explore and learn about technology using appropriate resources. Younger children explore simple cause and effect toys whilst the pre-school children use interactive computers with skill. They use many games to support their learning such as road safety programs, which teach children not to go on 'roads'. Children have opportunities to explore their local community as staff take them off site to go to the library and walks around the community. The activities motivate and interest the children and provide opportunities for them to be positively ready for their next stage of learning and help them to enjoy their learning and time at the nursery.

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

Children are accommodated in a clean, comfortable environment that is secure and well-maintained. Staff put a lot of effort into the presentation of their rooms, resulting in interesting, attractive and child-friendly surroundings. For instance, there are covered, cosy areas in the rooms, which are beautifully presented. These incorporate many contributions from children, such as the decorated words, hands, colour names, houses, gingerbread people and displays about 'winter wonderland.' Children can relax on the comfy cushions in the areas and look at themselves in a mirror. Children gain a sense of belonging as they see many examples of their artwork and photographs displayed. Staff make a point of positioning the creations done by younger children at a low level so they too, can enjoy seeing them. Children explore an interesting range of high quality resources in their rooms which cater for all areas of learning. Play materials are arranged to be easily accessible; this encourages children to help themselves and follow their own interests.

All children share access to the enclosed garden where all reasonable steps have been taken to provide an outside environment that is a reflection of inside. Attention is given to the presentation of this and children enjoy their outside play and fresh air daily. Children enjoy healthy, nutritious meals and snacks and can access drinks. They are mostly supported well in following good personal hygiene routines, such as washing their hands at appropriate times. Staff include young children in this, which starts to develop healthy habits. Overall, most staff follow good hygiene practices, although they are not always followed at snack times. This means the staff are not always providing a good role model for children. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as not throwing sand or toys. Older early years children follow 'Golden Rules' which they have helped to decide. Children are settled and secure and they enjoy trusting relationships with staff. They, in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is well fostered. Staff intervene promptly, when necessary, to explain to children about turn-taking and sharing. They encourage children to consider how others might feel about their actions. Praise and encouragement, in word and gesture, promotes children's developing self-esteem and confidence effectively.

Children's transitions between rooms within the nursery are managed effectively. Staff liaise with parents so they are included in the decision-making process as to when this occurs. Children visit the room they will be moving to on a number of occasions in the company of their existing key person. Their key person completes a transition report to monitor how well each child settles; these are shared with parents which enables them to contribute their perspective. All of these arrangements combine to create a systematic and efficient approach to supporting individual children and making sure their needs are met. The nursery recognises the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to school. There are effective systems in place to bring this about. For example, visits from the feeder school teachers to help provide overall continuity of care and learning.

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

The nursery meets all the requirements of the Early Years Foundation Stage and provides a welcoming setting where all children are valued and respected. Strong, effective leadership and management oversee and monitor most elements of day-to-day practice well. Ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents and children, form part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for development. Action plans are devised to address these issues. Recommendations made at the last inspection have been addressed successfully. Staff have to complete a range of training courses that the company regards as mandatory and they are encouraged to continue to increase their knowledge through ongoing training. These not only help to assure personal, professional development, but also enhance the quality of the nursery provision. For example, the nursery is implementing the 'Letters and Sounds' programme to develop children's phonic

knowledge to support early reading skills.

Staff work together well and the area manager speaks positively about the team and their passion for children. They undertake effective supervisions and annual appraisals. These help management to identify any concerns and issues quickly to continue to provide high quality care and learning. All required documentation and other records relating to children and the safe organisation and management of the nursery are detailed and in place. Everything is stored securely and the setting has regard for confidentiality.

Both management and individual staff members have a high level of awareness and understanding of their responsibility to safeguard children. They undertake relevant training and are fully aware of the action they must take in the event of any concerns about a child's welfare. Stringent systems for the recruitment, vetting and continued suitability of new and existing staff are undertaken. These measures promote the overall safety of children. Parents have a strong relationship with staff. They are greeted warmly on arrival and staff spend time talking to them, which means that both parties are able to exchange information about the children. Communication books are also completed in respect of the younger children. Parents' comments on questionnaires are positive about the nursery and the staff caring for their children. For example, they thank the nursery for an 'amazing year' and state that the nursery is 'exceptional'. They are aware of whom their child's key person is and they feel consulted about and included in their child's learning. Parents attend open days and other social events. One parent expressed the view that the 'continuity of staff is brilliant' whilst another commented, 'they are really good with what they do, my child absolutely loves it'. The company's website offers a wealth of information about the childcare provision. From this, parents are also able to access details about specific items relevant to them. Other information is available on site. There are children on roll who need support from other agencies or professionals. The nursery works effectively in partnership with agencies, such as the 'speech and language services' and the local authority inclusion officer. This ensures that children receive the appropriate type and level of support to ensure that their care and learning needs continue to be met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY232779
Local authority	Derbyshire
Inspection number	898931
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	150

Number of children on roll	143
Name of provider	Woodville Day Nursery
Date of previous inspection	20/10/2011
Telephone number	01283 552277

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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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