

# Woodside Nursery School

Woodside House, Purbrook Heath Road, Purbrook, WATERLOOVILLE, Hampshire, PO7 5RT

## Inspection date

10/01/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 have high levels of knowledge about their key children. They provide a wide range of learning opportunities, especially in the pre-school section where there is a good balance of spontaneous child-led and adult-led play. Overall, children make good progress in their learning and development in this nursery.
- The nursery maintains a strong continuity of employed staff. Staff are well deployed and have established good relationships with each other and with children and parents.
- There are many positive examples of recent improvements which show how the manager and staff are evaluating the provision and making improvements to raise the quality of the nursery.
- The nursery has very well established partnerships with parents and with other providers. There are strong links with outside agencies and these clearly support and contribute to meeting children's individual needs.

### It is not yet outstanding because

- The planning for children's progress and development in the baby and toddler rooms is not up-to-date and does not fully show what children will achieve or how they will learn through play.

## 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 explained the process of the inspection.
- The inspector viewed all nursery rooms and met children, staff and parents.
- The inspector observed activities, viewed documentation and spoke with staff and children.
- The inspector provided feedback to the nursery manager.

## Inspector

Christine Clint

## Full Report

### Information about the setting

Woodside Nursery School first registered in 1990 and re-registered as a Limited Company in 2012. The setting operates from an extended house and outbuildings in the same grounds. It is situated in the village of Purbrook in Hampshire. Children attend from the local community and surrounding areas. The nursery is registered on the Early Years Register. Opening hours are from 8am to 6pm from Monday to Friday. The provision is open all year apart from one week at Christmas. Children have access to secure enclosed outdoor play areas and a large soft play indoor area. There are 22 staff working with the children including the manager. Two staff have a National Vocational Qualification at level 4, 17 staff have a level 3 qualification and three staff are training. There are systems in

place to support children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery currently has 120 children on roll.

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

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

- develop and strengthen the systems for planning activities in the baby and toddler rooms to fully reflect what children do and how they learn in all areas of learning.

### **Inspection judgements**

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

The nursery includes a wide variety of interesting learning opportunities which encourage and promote children's development. Staff make full use of all the areas on the nursery site and this especially widens the learning opportunities for children. For example, there are daily walks to learn about the seasons, the weather and the natural world. Children also have very regular and successful dancing sessions, they practise rhythmic movements to music or develop physical skills in the soft play room.

Older children are highly motivated and eager to be involved in the varied range of activities on offer. They share their interests with staff every day at small group times. Staff often add activities spontaneously to the planning based on children's ideas. For example, children are keen to act out their roles as super heroes. They dress up and learn new words to describe who they are. They practise 'flying' by jumping and they keenly share their imaginary play with each other. Children effectively extend their skills of communication by talking about their interests. Staff add activities to link with children's interest in building during outdoor activities. Children learn to recognise different sized pieces of equipment and use these to build and construct. They learn how to negotiate with each other and work cooperatively.

Staff show their expertise in promoting children's individual learning because they encourage several children to practise letter sounds together. Staff recognise that children are happier and show more interest in a group activity and this benefits the children who need to practise their speech regularly. These frequent small group activities enhance children's learning and reduce any gaps in their progress.

Staff mostly plan activities in advance, although planning is not fully up-to-date in the

baby and toddler rooms. The overall themes listed in this area of the nursery do not clearly show how children in this age group will achieve. However, younger children are learning through everyday routines and they have ample space to extend their physical development. They start to communicate through signing and some children are repeating words. Staff recognise and encourage toddlers' interest, they add various sized cardboard boxes to the play area. Children handle these and clamber in and out. They place them on their heads and delight in their own physical capabilities.

Staff record their observations and assessments of children regularly and these build the evidence to show children's progress. They have recognised the changes in the areas of learning and they have introduced well-written and detailed assessments for two-year-old children attending. Parents are entirely satisfied with the organised and planned review process which enables them to share information with key staff. They read and contribute to children's learning records on a regular basis.

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

The nursery has strong continuity of staff who have high levels of knowledge about their key children. They are instantly able to give examples of how individual children are making progress. Staff explain how certain activities have increased children's development. For example, when toddlers are quiet and have less confidence in communicating, staff ask them to name favourite animals. Children then repeat these when all the children sing 'Old Macdonald'. Staff recognise that this encourages individual children's participation and increases their confidence levels. This also results in strengthening children's belonging and their emotional well being.

Staff encourage children to be independent and this is evident throughout the nursery. In the baby room, children eagerly learn to feed themselves and in the pre-school room, children decide when to have snacks and serve themselves. They competently manage skills of pouring and use plastic knives to cut up their bananas. Staff are good role models and they remind children to be kind to each other and think about each other's feelings. They learn to manage their own safety when using the larger equipment in the soft play area. Older children also take part in the daily risk assessment process with staff; they are encouraged to recognise any hazards and to talk about these. Children have a wide range of accessible resources in each of the nursery rooms and they are free to access the play equipment for the majority of the day. Children can make choices about playing indoors or outside and staff encourage activities that support children's all-round development. Children are encouraged to be responsible and as they grow and develop and this helps their preparation for school. They participate in tidying the resources and they do this willingly.

The nursery has established supportive systems to prepare children for their transition to school. Local school staff visit the pre-school children before the end of the summer term and at times staff visit the schools with children.

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

The nursery manager has made strong and effective progress in following the revised Early Years Foundation Stage. She has attended training and has cascaded this to all staff to increase their knowledge and understanding of the regulations. She fully understands her role in meeting the learning and development requirements and she has evaluated and reviewed many of the nursery systems to promote children's safety. For example the manager has fully revised the nursery operational plan to meet the current Statutory Framework. She has strengthened the annual appraisal system to ensure that there is a review of staff suitability. The manager has introduced regular meetings with room supervisors to share and exchange ideas. She has established meetings with a parent group to ensure continual communication.

The manager is regularly involved in working with the children. She recognises the nursery's strengths and understands the weakness in the lack of planning in the baby and toddler rooms. She believes the recently organised systems for staff to share ideas will enhance the planning for activities across the nursery provision.

The manager follows very well organised systems for checking staff suitability to work with children. She has precise tracking records of clearance and all details are available. The manager is the responsible staff member for child protection and staff learn about the procedures at induction. The majority of staff are qualified practitioners and they have previously attended training. Staff know how to recognise any signs and symptoms of concern and these would be referred. The manager has updated the policy and procedures to show how the nursery manages the use of mobile phones and cameras.

The manager has introduced many new systems to show how continual evaluation is taking place. She seeks the guidance and advice of other agencies when required and is very aware of adding improvements to raise the quality of the provision. For example, the manager is currently including steps to monitor staff performance within the new annual appraisal system. The manager and staff understand the importance of working with other providers. This takes place at management level through cluster meetings and also at individual child level. Pre-school staff have exchanged assessments for individual children and shared these with parents also. Staff feel very satisfied with the similarities recorded by both settings. These show a good balance in children's overall progress.

**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>	EY448854
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	806108
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Woodside Nursery Ltd
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

02392 230020

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

**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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

