

# Woodlands Day Nursery

Goole & District Hospital, Woodland Avenue, GOOLE, North Humberside, DN14 6RX

<b>Inspection date</b>	28/01/2013
Previous inspection date	12/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children form close relationships with the adults who care for them and develop friendships with others who attend. They play well together and help one another which promotes a calm and caring atmosphere throughout the nursery.
- Staff support children's communication and language development very well, particularly through activities, such as rhymes and singing, which means they become confident in their speaking and listening skills.
- Children have good opportunities to develop their independence during every day routines, such as meal times, which means they become confident in doing things for themselves.
- All members of the staff team are friendly and approachable. They work well together to provide a safe and stimulating environment for children to play and learn, which also has a homely feel.

### It is not yet outstanding because

- Staff do not consistently encourage parents to share information about their children's learning at home with them, to help in planning activities in the setting that precisely meet their individual development needs.

## 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 play rooms and outdoor play area.
- The inspector met with the manager and spoke with the staff at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's learning records, planning documents, a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Woodlands Day Nursery was registered in 1997. It is registered on the Early Years Register and is one of a number of nurseries owned and managed by the company For Under Fives Limited. The nursery operates from an independently sited building, within the grounds of Goole Hospital, in East Yorkshire. It serves staff from the hospital and the local community. Children are cared for in three rooms according to their age and they have access to enclosed outdoor play areas.

The nursery employs 15 members of child care staff. Of these, 10 hold appropriate early years qualifications at level 3, four including the manager have level 4 and one has a foundation degree. In addition, there is a lunch-time assistant, who is also employed as a cleaner. The nursery is open from 7.15am to 6pm, Monday to Friday for 52 weeks of the year, closing only on bank holidays. Children attend for a variety of sessions and there are currently 104 on roll. The nursery provides funded early education for two-, three- and four-year-old children. It is currently supporting a number of children who speak English as an additional language and those who have special needs and/or disabilities. The nursery is a member of a recognised day care association and receives support from the local authority.

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

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

- develop further the partnerships with parents by encouraging them to share information about their children's learning at home.

### **Inspection judgements**

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

All staff have a good understanding of how children develop and the importance of providing activities that link to their interests, in order to engage them and support their learning. For example, if they know children like playing with trains they use these to encourage them to take part in other activities, such as counting, to further their learning. Staff observe and keep records of children's progress to ensure they are working within the expected development bands for their age. They work closely with other professionals to provide tailored support for children with special educational needs. Parents are regularly informed of children's achievements in the setting. However, staff do not always actively encourage them to share what children have learnt at home to help them in planning precisely, for the next steps in their learning.

High priority is given to promoting children's communication and language development. For example, staff caring for babies use picture blocks to encourage them to recognise and learn the names of different animals and the sounds they make. They introduce more complex words, such as elephant to help them develop their vocabulary and as the babies babble in response staff wait until they have finished. This clearly demonstrates that they value their attempts to communicate and that they are listened to. Staff make time each

day for the children to join in with singing and reciting rhymes. The older children follow action songs that include signing. Using the computer, which captures their interest enables those who find using the spoken word difficult, to be fully included. Children join in with their favourite songs with gusto, showing this is an activity they really enjoy. Books play an important part in the setting. Staff provide opportunities for children to listen to stories each day when they skilfully encourage the older ones to join in with familiar refrains and predict what might happen next. This encourages the children to think and enables staff to gauge their understanding of the story.

Younger children have good opportunities to explore different materials and textures and to make marks in a variety of ways. This enables them to experience sensory and physical opportunities that provide the foundations for writing. For example, they make different marks in shaving foam as they move this about on the table with their hands and push toy vehicles in it. Older children have good opportunities to learn how to mix different colours together to produce another and about the colour sequence of a rainbow as they colour a picture of this in. This supports their understanding of cause and effect and their knowledge of the world. Staff support children's mathematical development well. They encourage them to learn about simple calculation by teaching them songs, such as 'Five little men in a flying saucer' and model counting to three as they help babies to build a tower with bricks. As a result, children then spontaneously use number in their play. For example, several independently counted the spots on the table cloth as they waited for their lunch. Children are therefore gaining a good range of skills that supports their future learning.

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

Staff pay good attention to helping children to feel emotionally secure in their environment. This means they settle well, are happy and have a strong base for their learning and development. As key persons, staff give good attention to working closely with parents to find out about children's interests, routines and their family life. As a result, they know the children very well and delight in sharing aspects of their personality and individuality. In return, children respond with affection to the staff and are keen to discuss what it is they like about attending. For example, one child commented that he particularly likes using the computer. This gives the nursery a homely feel.

Children have good opportunities to learn about staying healthy. For example, they have free access to the outdoor area, which means they benefit from plenty of fresh air. They are able to choose from a good range of resources to help them develop their physical skills. For example, the younger ones gain confidence in climbing steps as they use the slide and the older ones demonstrate how they can pedal and change direction as they use wheeled toys. Additional physical activities are also offered indoors. For example, babies enjoy exploring the ball pool and squeal with delight as they demonstrate how they are learning to throw the balls. The older ones show good control of their bodies as they jump up from their sleeping position and shake their bodies as they pretend to be 'Dingle, dangle scarecrows'. Children are provided with nutritious meals which they clearly enjoy. For example, one child spontaneously commented that his lunch was nice. Children have good opportunities to grow items, such as potatoes, carrots and beans in the garden,

which are included in the snack menu and used to make soup. This enables them to learn about food sourcing through first-hand experiences.

Children learn to behave well and to stay safe because staff provide them with consistent routines to ensure they understand fully what is expected of them. As a result, the older ones know to line up sensibly as they go to the bathroom to wash their hands before lunch. They pour their own drinks at snack time and clear their plate and cup away at the end of lunch time. This means they develop independence and confidence in doing things for themselves. Children develop good levels of self-esteem because staff praise their efforts and achievements. In turn, the older children follow their lead. For example, they help each other to use programmes on the computer and one child exclaimed to another 'You're doing it, well done' as they successfully completed a game. This results in a happy and calm atmosphere and one of mutual respect. Children have good opportunities to take part in activities away from the nursery, which enables them to engage with others and helps to prepare them for when they move onto their next setting, such as school. For example, they sing songs to the patients at the local hospital at Christmas and take it in turns to accompany staff to collect the nursery's mail from the post room.

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

The manager has a good understanding of her role and responsibilities in regard to meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, the recruitment and vetting of staff is thorough and daily safety checks are carried out on the premises to ensure the environment is safe for children. The inspection was carried out following a complaint investigation by Ofsted. The manager responded promptly to improve the nursery's safeguarding arrangements. For example, staff have attended additional training to ensure they have a good understanding of child protection issues and that any referrals made to the Local Safeguarding Children Board are done in a timely manner. This means the nursery's arrangements for safeguarding children are secure and children's well-being is fully protected. Good attention is given to the performance management of staff. The manager makes ongoing observations of their performance and regular supervision sessions are held when staff are encouraged to reflect on their practice and identify areas they want to improve. For example, one member of the team was keen to discuss the support she received in helping her to lead messy play activities more effectively. This means staff's personal development is supported well, which improves the quality of their teaching and enhances the learning outcomes for children.

The organisation and deployment of staff is good which means day-to-day activities are managed well. For example, it is made clear who is leading group activities, such as singing and outdoor play, which helps the sessions run smoothly. Good attention is given to self-evaluation using various methods. For example, a recognised assessment scale is used to gauge and monitor the success of the learning environment by observing how focused, interested and engaged in the activities children are. Staff then make any necessary changes to improve this. For example, by providing fewer resources in the role play area to enable children to focus their play more effectively. Improvements have

recently been made to the nursery's safeguarding procedures so these are in line with the Local Safeguarding Children Board guidelines, to ensure children's well-being is fully protected. Areas for future development are clearly defined. For example, plans are in place to enhance children's mathematical development by providing more opportunities for them to see and use numbers in the outdoor area. This means the capacity for continuous improvement is good.

Partnerships with parents are positive. They are continually provided with information about the service and activities through newsletters, displays, daily discussion and individual diaries. Consultation evenings are held to discuss children's progress and they are encouraged to come into the nursery and share their knowledge with the children. For example, one parent talked to the children about how Christmas is celebrated in her country of origin. Parents and carers provide positive feedback on their satisfaction of the service. For example, they praise staff for their friendly approach and the good security procedures they implement to ensure there is no unauthorised access to the premises. Good links have been made with other early years providers, such as the local schools to support children's transition between the settings. For example, teachers visit the nursery so they can meet the children and discuss where they are in their learning, with their key person.

## 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>	314768
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	900536
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	104
<b>Name of provider</b>	For Under Fives Limited
<b>Date of previous inspection</b>	12/07/2010
<b>Telephone number</b>	01724 290461

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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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