

Woodlands Day Nursery

Bullkington Village Centre, School Road, BULLKINGTON, Warwickshire, CV12 9JB

Inspection date

25/02/2013

Previous inspection date

30/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Relationships between children and staff are very strong. Staff have comprehensive information about each child and use this to meet their individual needs.
- Staff have a good understanding of how children learn and develop and provide a wide variety of activities that encourage children's natural curiosity to learn.
- Staff are fully aware of the policies and procedures in place within the setting and the ethos of care is reflected in their practice.
- The management team and staff are very motivated and enthusiastic about the care they provide and continually look at ways of developing it further. They ask children and parents their opinions about all aspects of the nursery and use their comments to constantly improve it.

It is not yet outstanding because

- There are few opportunities for children to increase their independence skills and make informed choices at mealtimes.

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 time talking to parents, children and staff and looked at children's learning journals.
- The inspector looked at safety within the setting including the supporting written risk assessments.
- The inspector observed the children playing and spoke to staff about planning and assessing the needs of the children.
- The inspector looked at documentation, staff suitability checks and all relevant paperwork and spoke to the owner and manager.

Inspector

Tracey Boland

Full Report

Information about the setting

Woodlands Day Nursery was registered in 2005 and is on the Early Years Register. It is situated in a self-contained nursery within a community centre in the Bulkington area of Warwickshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early

years qualifications at level 3 and one at level 4.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 5.30pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- review routines to enable older children to consistently build on their independence skills and make choices, for example, at mealtimes.

Inspection judgements

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

Children are happy and enthusiastic and enter the nursery confidently. They enjoy a wide variety of interesting activities each day which encourage their natural curiosity to learn and explore. Staff enjoy listening to the children, who tell them their news and extending their imagination through play. For example, older children have created their own helicopter, making the control panel, deciding on the 'in-flight' meal and flying to various destinations. Their understanding of safety is continually compounded as staff skilfully ask questions to extend children's language and thinking. For example, they ask the children what they need to wear on their heads and place around their bodies to keep them securely in their chairs, and what they may need to take with them to make their flight more enjoyable. Children then explore their own ideas, giving their views of what it feels like in the helicopter and talking about the various buttons and controls they need to fly it properly. This helps them to build on known experiences they have had with their families. As a result, children's communication, language and thinking skills are promoted very well.

Children of all ages explore their environment both indoors and outdoors and furniture and equipment is placed to encourage the less mobile to stand, begin to take steps and move around the room confidently. They all enjoy the garden where they run, use various bikes and sit and ride toys and climb over large tractor tyres. Role play extends into the garden and children enjoy using 'real' foods, such as potatoes, teabags with water and milk to make cups of tea for themselves and their friends. A specific area is provided for the babies and toddlers which enables them to also enjoy the outdoors to use push-a-long toys or build and construct. All children benefit from plenty of fresh air, and are becoming

aware of their own physical abilities and the positive impact exercise has on their bodies.

Children's enjoyment of books is continually encouraged as they regularly visit the local library to choose a variety of books. They clearly have their favourites, recalling the story with their friends and repeating familiar text and rhyme. Babies and toddlers seek staff to look through different books, which include photographs of their friends and families. All areas within the setting are rich with labels encouraging children's recognition of letters, especially those that form their names. This is further compounded through flash cards and the introduction of place mats at mealtimes.

Children learn good hygiene routines, such as washing their hands after messy play, playing outdoors or after using the bathroom. Staff support the children well and babies' needs are met sensitively, with nappy changing routines organised to ensure their comfort is maintained. Children enjoy a wide variety of foods that are nutritious, tasty and meet their dietary needs and preferences. Mealtimes are a very social occasion, although, at present older children do not consistently have the opportunity to develop independence and make healthy choices for themselves at mealtimes. This is because foods are plated and given to them by staff. Staff have a good understanding of how children learn and use this knowledge alongside observations of the children to monitor their progress effectively. This alongside the comprehensive information gained from parents at the start of their child's placement provides a starting point for staff to plan effectively for each child's needs.

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

A very effective key person system ensures that children and their families develop close relationships with staff and feel welcome and included within the setting. Excellent communication takes place with parents, which ensures everyone is aware of any changes in a child's needs so that steps can be taken to ensure these continue to be effectively met. This strength of communication also extends to sharing details about children's progress both at nursery and at home, enabling continuity of care to be maintained and progress and achievements to be celebrated. Times of transition are carefully considered within the nursery. They include an initial gradual introduction to help children feel secure and become familiar with nursery routines, and are designed to provide ongoing support as children move rooms or prepare to leave for school. Parents speak very highly of the care they and their children receive. They express their delight at the caring staff team and are confident that their children receive excellent attention and that their individual needs are met. Parents say they feel that staff value their views and opinions and are confident to discuss any aspect of their child's care and development with staff.

Staff ensure they are fully aware of the needs of the children through the strong communication and information they gain from parents. This enables them to incorporate any particular needs into the routine of the day. For example, babies and toddlers individual needs are met very well because staff recognise signs of tiredness and ensure they sleep peacefully in a relaxed environment. Children have formed secure relationships with staff which in turn leads to a feeling of safety and contentment. Children's self-

esteem and confidence is continually encouraged through the praise and encouragement they receive from staff. They become aware of what is right and wrong as they are encouraged to share, take turns and be kind to each other. Consequently, children form good relationships and begin to understand how their behaviour can affect others around them.

Staff are proactive in ensuring all children feel valued and included within the setting. The effective use of visual signs and timetables within the nursery rooms, enable all children to be involved and become familiar with routines. This is especially successful with children with special educational needs and/or disabilities. Although not currently caring for children whose home language is not English, staff are fully conversant with good practices to support this, such as seeking key words from parents and extended family members to aid children in communicating and understanding what is happening throughout the day.

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

The owner, manager and staff are enthusiastic and motivated about providing good childcare for the children and their families who access the nursery. They actively seek the views and opinions of parents and children about the service they receive. This alongside staffs' reflection of their own practice enables them to continually enrich the service through identifying clear aims and objectives for the future. The nursery environment is warm, welcoming and vibrant with children's work displayed throughout. This encourages a feeling of security, builds self-esteem and enables children to play and learn effectively. Robust recruitment and selection processes ensure all staff within the setting are suitable to be with the children and have the necessary skills and abilities to provide care and support to them. Training is a priority and staff actively seek further training to increase their own knowledge and skills across the childcare field. Weekly supervisions, regular team meetings and good communication are all used effectively to monitor good practice. Staff cascade any new information gained through training to their colleagues to ensure consistency in knowledge and this is supported further through the support of the local authority Development officer.

All staff have a secure knowledge and understanding of how to protect children in their care from abuse and neglect and the procedures to follow should they have any concerns. Relationships have formed between staff, other agencies and carers involved in children's lives, such as childminders and speech therapists. This ensures children receive continuity of care and enables the transition from one service to another are as relaxed as possible and ensure children feel safe.

Staff deal with minor accidents effectively as the majority hold first aid certificates and care for children sensitively. Parents are informed of any minor bumps their child may have had during the day and countersign all medical records, including when medication has been administered. Comprehensive written risk assessments ensure potential risks indoors and outdoors are identified and appropriate steps taken to minimise them. Access

to the nursery is only through a member of staff and clear information is sought from parents relating to who may collect their child in their absence.

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

Unique reference number

EY316243

Local authority	Warwickshire
Inspection number	878024
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	51
Name of provider	Saleem Clegg
Date of previous inspection	30/10/2008
Telephone number	02476 312121

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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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