

Woodgreen Day Nursery

1 Trotshill Lane East, Warndon, Worcester, Worcestershire, WR4 0HX

Inspection date

28/02/2013

Previous inspection date

01/06/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children enjoy a wealth of exciting and innovative experiences, such as Forest School to enhance their learning and sustain their interest.
- Staff are adept at extending or adjusting activities to meet children's individual learning needs and to ensure that no child gets left behind.
- An exceptionally effective key person system, which clearly works in practice, provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- Children's behaviour is exceptionally well managed. Innovative procedures, such as calming areas and golden rules have been implemented to help and support children to manage their own behaviour.
- Highly effective partnerships both with parents and other professionals ensures that children's individual needs are recognised and met appropriately.
- There is an extremely supportive management system in place. Staff are encouraged to take on additional responsibilities within the nursery, which raises morale and makes them feel valued.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children in all areas inside and outdoors.
- The inspector looked at children's records, planning, assessments, evidence of suitability of staff working within the setting and other required documentation.
- The inspector sought the views of parents.
- The inspector held ongoing discussions with the registered provider, manager, staff and children.

Inspector

Becky Johnson

Full Report

Information about the setting

Woodgreen Day Nursery was registered in 1995. It operates from a two storey detached building in its own grounds on the eastern edge of Worcester City. Children have access to enclosed outside play areas, part of which is for Forest School activities. The nursery is managed by a private provider and is registered on the Early Years Register. The nursery is open each weekday from 8am to 6pm all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 120 children in the early years age range on roll. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery employs 21 members of child care staff who work with the children, all of whom hold appropriate early years qualifications to level 3 and above. One member of staff has Qualified Teacher Status and two have Early Years Professional Status. The nursery also employs a cook and a kitchen assistant. The nursery 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:

- consider ways to enhance the sleep arrangements in the baby room to provide children with a peaceful, soothing place to rest and sleep.

Inspection judgements

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

Children thoroughly enjoy the time they spend in this friendly and wholly supportive environment. They eagerly participate in the exciting and innovative experiences that staff provide for them. This develops their curiosity and helps to make them enthusiastic learners. Planning is pertinent to every individual child's needs and staff are skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. Staff consistently recognise children's individual learning needs and patterns and provide an extensive range of activities to support these. They have implemented the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. This ensures that all children make excellent progress in line with their starting points and individual capabilities. Children's individual assessments are in place and parents are invited to contribute and share information about their child's development and learning interests at home. Parents are given a copy of their child's planning sheet and the learning goals and objectives of activities, such as Jolly Phonics and early mark making, are displayed in every room. Daily activities and additional

information, for example, ideas of characters to dress children up in for book week, are clearly displayed.

Children throughout the nursery are making excellent progress in all areas of learning and their communication and language skills are very well developed. Staff have trained in, and implemented the ideas and values from Every Child a Talker to ensure that all children are able to communicate effectively either through speech or gesture depending on their age and ability. Staff provide activities, such as sound lotto and naming games to encourage younger children to use expressive language. Books are a firm favourite. Younger children point happily to the pictures of animals and make the appropriate sounds. Older children are able to re-tell stories in the correct order and then act them out during role play. Staff skilfully provide children with the necessary resources to help them. For example, they hide bears in the woods, make trails of porridge for children to follow and provide saucepans, oats, water and mixing utensils for children to make porridge. When props are not readily available children are encouraged to find natural resources to construct them for themselves. For example, when making small, medium and large chairs out of twigs for the bears to sit in. Equality of opportunity is a real strength and all children are welcome in the nursery. Children with special needs and those who speak English as an additional language are exceptionally well supported. Staff take time to find out about and embrace other cultures and provide activities for children which reflect their home customs. For example, making Indian sweets for Diwali. This helps them to feel totally included and ensures that they settle well.

Every room in the nursery is a hive of activity as children enthusiastically make choices within their play. Fun and laughter is an integral part of the day and sounds of extremely happy and contented children fill the building. Babies especially enjoy exploring the different treasure baskets that staff have made for them. They clap and shout excitedly as they rustle foil blankets and bang saucepan lids with spoons to make 'music'. Toddlers enjoy dressing up and happily show off their shoes, gloves and accessories. This helps to develop their imaginative skills in a non-biased environment. Early mark making is promoted through a variety of media, such as lentils, shaving foam, flour, sand and paint. Older children skilfully write the letters in their names, telling staff that the letter 'K' has 'two sticks'. Staff have developed close working relationships with local schools and other provisions that children attend. They regularly share information, and staff take them to visit the school they will be moving to. This ensures that the transition from nursery to school is a positive experience for the children.

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

A well established and extremely effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Staff in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Older children are quick to seek out staff for a cuddle if they become tired or need reassurance. Children are exceptionally well supported in their transitions between

rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Staff ensure that children are familiar with the room they are moving in to by taking them on visits, and they share progress reports and any individual information needed to help children to settle. Throughout the nursery children spend time with other groups either in outdoor activities or sharing story times. This helps them to become familiar with other children and staff. Staff recognise that it is important that children do not lose contact with friends they have made who may not be moving with them. As a result, they have introduced the group times to enable children to see their 'old friends'.

Children's health is very well promoted and there are clear and consistently applied systems in place to protect them from infection. Older children learn to become independent in managing their own personal needs as they learn how to wash their hands correctly. Children enjoy healthy meals and snacks which are prepared on site by the nursery cook. Menus are well-balanced and ingredients are locally sourced. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together around the table. They learn how to use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school readiness. Children's behaviour is exemplary. The member of staff responsible for behaviour management has introduced excellent and innovative ideas to support children and staff in encouraging positive behaviour. Children learn golden rules which are added to as they move through the nursery and start to take responsibility for their own behaviour. A calming area has been set up for children who sometimes struggle to cope with their behaviour or emotions. Here they can burst bubbles on bubble wrap or use Velcro to relieve frustrations.

Children thoroughly enjoy spending time outdoors and the resources and activities provided to enhance their physical development and well-being are exceptional. They are able to access their own Forest School area which has been created by staff to provide them with an exciting and invigorating way of learning to keep healthy. Children run up and down mud hills and respond positively as staff ask them to think of other ways to move. They then slide on their bottoms or tummies, come down backwards and sideways, roll, hop and jump. They balance carefully on beams in the trees and staff support them to gain confidence as they 'walk like a crab' holding onto the branches for support. This helps them to develop large muscle skills and co-ordination.

The premises are beautifully maintained and resourced to provide children with a stimulating environment in which to learn and develop. However, although the babies sleep room is entirely functional it does not promote a warm, soothing environment for the children to sleep in. Ongoing indepth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They know the rules for Forest School and staff re-enforce these before children use the area. They know that they carry sticks pointing down so that they do not poke anyone in the eye, that they only cross the bridge over the stream when there is an grown up there, and that they can look away from the fire if the smoke blows in their eyes. Children form very positive relationships with both adults and their peers. They work happily alongside each other as

they learn to share and take turns. They are extremely polite and use 'please' and 'thank you' as part of their normal daily routine.

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

Children are exceptionally well safeguarded. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Recruitment procedures are robust. All staff are checked thoroughly before being employed and complete yearly declaration forms for both criminal records and health. Any concerns relating to staff conduct are immediately acted upon and assessed to ensure that all staff working with the children are of a high calibre and are totally suitable. Induction procedures are in place to help and support new staff and students. Appraisals and supervision meetings are used to identify any areas for improvement. The manager is very hands on and supportive of all staff. She encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Partnership with parents is exceptional. Parents are wholly valued and their views are sought and respected. Comments for improvement are welcomed and acted upon. Parents forums are in place. They provide parents with useful information, such as behaviour management and encourage them to share their ideas and thoughts for improvements for the nursery. They are encouraged to share their expertise with the children. For example, they help them to press the apples from the tree in the garden to make apple juice. Parents are extremely happy with the nursery and comments received are very positive. They say that the nursery is an extension of home, that the provision of care is of the highest standard, staff are outstanding and children's development is consistently good. They say that children are excited and happy to attend, that staff are excellent and know the children very well and that they help children to start school with confidence and provide a fantastic foundation in their learning attitude and social skills. Excellent partnerships with other professionals involved with the children, such as speech and language therapists, helps them to reach their development goals.

The manager is clearly able to identify the strengths and weaknesses of the nursery. Staff and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and acted upon. The registered provider and the manager are pro-active in implementing the changes necessary to sustain improvement. They are very supportive of staff and their caring and approachable manner ensures that staff feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. Above all children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare for school and lay firm foundations for the future.

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 action. 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	205409
Local authority	Worcestershire
Inspection number	906342
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	83
Number of children on roll	120
Name of provider	Mary Tee
Date of previous inspection	01/06/2010
Telephone number	01905 25640

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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, which are usually the childminder's 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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