

# Woodfields Day Nursery

17 Buckley Street, Bury, Lancashire, BL9 5AF

## Inspection date

08/03/2013

Previous inspection date

28/03/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 thrive in the friendly, safe and caring atmosphere and become confident, enthusiastic learners. Areas of learning are planned well and staff take great care to make the playrooms and outdoor area inviting and well-suited to children's needs and interests.
- Children make good progress and achieve well. Every practitioner has a good awareness of how young children learn. Their development is recorded, regularly shared with parents and carefully checked by senior leaders. By the time children move to primary school, they are well prepared for the next stage of learning.
- Every child is valued as a unique individual. Long-serving and consistent practitioners know children very well. As a result, relationships are strong and individual children receive tailored packages of support.

### It is not yet outstanding because

- Opportunities for children to independently use a range of technology to support their interest in investigating are not as good as other very good aspects of provision for understanding the world.
- Managers do not yet rigorously monitor the progress that different groups of children make. This means that enhancements to staff training are not always precisely targeted in order to provide outstanding learning opportunities.

## 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.

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 observed activities in each of the four children's play rooms and in the outside area.
- The inspector held meetings with the manager and deputy manager of the provision and spoke with staff and children at appropriate times.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's complaints log and viewed a sample of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day and from letters and feedback received by the setting.

## Inspector

Angela Rowley

## Full Report

### Information about the setting

Woodfields Day Nursery was registered 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises close to the centre of Bury, Greater Manchester, and is managed by Creche-n-Co Ltd. The nursery serves the local area and is accessible to all children. It operates from four play rooms on two floors of the premises and there is a fully enclosed area available for outdoor play. The nursery employs 13 members of child care staff. Of these, 10 hold appropriate early years qualifications at level 3 and one member of staff holds an early years qualification at level 2. The nursery opens Monday to Friday all year round except bank holidays and for a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It currently supports a number of children who speak English as an additional language.

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

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

- develop children's understanding of the wider world further by increasing the range of equipment available to children in order to support their interest in exploring, investigating and using technology to find out more
- enhance the systems for monitoring the progress of different groups of children, for example, gender groups, and the progress these children make in different areas of learning, in order to specifically target staff training and provision for continually improving teaching and learning opportunities.

## Inspection judgements

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

Practitioner's secure knowledge of the Early years Foundation Stage and how to promote individual children's next steps helps to ensure that every opportunity is made to support and extend children's learning across all areas. Children's enthusiasm for learning, and the levels in which they succeed, is enhanced by practitioners who have a very good understanding of how to promote learning through play. Interaction between practitioners and every child is strong. This impacts significantly on the progress they make, particularly in communication and language, physical development and their personal, social and emotional development. Practitioners working with toddler children introduce new

vocabulary, describing the shapes of the cookie cutters they use for baking and they add commentary in activities to enhance the language used. As a result, children make associations between shapes and songs they have learned. They sing spontaneously in play, which enhances their early speaking. Practitioners working with pre-school aged children skilfully question them at appropriate times to encourage their thinking and thus, understanding. They introduce rhyming words and initial word sounds into interesting story sessions which children thoroughly enjoy. This is very good preparation for their future learning at school.

A wide range of well-planned continuous play provision is enhanced by secure planning and monitoring across the areas of learning. This ensures all areas are promoted both in play and through targeted adult-led experiences, with specific learning intentions in mind. Consequently, children thrive in the highly stimulating and imaginatively resourced environment. For example, babies show real curiosity and are inspired to become mobile when they are provided with some fascinating items to investigate. This includes a wide range of natural materials provided within soft, sensual areas. By the time they are three, children are already becoming independent learners because they can follow their own ideas and thinking. For example, when some children begin to sing while they play, others independently access musical instruments from low-level drawers and this extends the whole experience. Children in the pre-school room demonstrate their critical thinking skills when they consider what might happen when they mix colours of foam with their hands in messy play. The learning environment extends to outside for timetabled parts of the day where children demonstrate their physical skills in balancing on the tyres, riding their trikes or climbing in the pirate ship. The outside area is used to provide opportunities for learning in different ways. For example, children are encouraged to paint zigzag lines using brushes and water on the paving stones, as an exciting opportunity to make marks on a bigger scale. Children take part in planting and growing activities and they dig in the sand outside. This provides some opportunities for understanding the world, although some aspects of this area are not as comprehensively promoted as others. For example, children cannot freely access a wide range of technology to extend their investigations, such as magnifying glasses and computerised technology, although, children do operate the computer well for games and design play when it is accessible.

The rigour and accuracy of monitoring individual children's progress, using the comprehensive observation and assessment process, ensures that children who need additional support are identified quickly. Targeted interventions are swiftly matched to their needs, thus ensuring that given their starting points they are beginning to improve strongly. For example, children learning English as an additional language and who have progressed through the nursery, achieve in line with expectations in almost all areas. This is because staff value and reinforce their home languages first. For example, they greet children in their home languages on arrival, display signage in languages other than English and occasionally support their understanding in their first language by using key words and bilingual practitioner support. The comprehensive monthly planning system ensures a detailed educational programme, which is enhanced weekly in response to staff's observations and assessments of individual children's needs.

Children's starting points are discussed before their first day at nursery and transitions across the provision are secure. These are implemented in a variety of ways, including

working closely with parents during settling-in visits to the nursery, in addition to key person information exchanges and short visits to prepare children for the next stage of learning within the setting. Parents are routinely provided with children's day and activity diaries and receive regular summary reports about their child's progress. They also receive information to help support their child's learning at home, for example, the words to songs and rhymes children are learning in the setting. As a result, they are fully engaged in children's development and learning.

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

The key person system, along with a careful deployment of practitioners and support staff, ensures that all children are very well cared for. As a result, children form secure emotional attachments in the setting. This provides a very strong base for babies developing independence and for all children developing skills for future learning and for transitions. The role of the key person is well embedded and provides securely for individual children's emotional well-being. Relationships are developed right from the start when relevant and meaningful information is discussed to provide individual children with a tailored package of care. Consequently, all children are settled, happy and show an extremely strong sense of belonging within the provision. They explore with interest and also display high levels of confidence and self-esteem. This is because staff praise and reinforce children's sense of themselves, for example, by admiring their hair braids or achievements.

The genuine nurturing care that children receive results in very strong relationships at all levels. Children show real care and concern for each other, offering toys to their peers to engage in a group activity and sharing stories together in the comfy book areas, where children enjoy lounging and relaxing together. They chat sociably during snack and meal times, which are very well organised to promote children's learning and development. Children are so secure in the routines and what is expected of them that they operate independently. Older babies lie on their beds without prompt after lunch and settle to sleep. Staff specifically know which children like to be rocked or patted gently to soothe them, and which children need to sleep in a quieter area. By the time they are in pre-school room children pour their own drinks when they are thirsty. They know about 'Barney's golden rules' (the setting's bear mascot), and about using 'listening ears'. As a result, children's behaviour in the setting is good.

High priority is given to ensuring children's good health and their safety. Individual health care plans are implemented and documentation is clearly accessible to ensure every practitioner has a thorough understanding of how to meet specific needs. Specific dietary requirements are met and carefully organised to ensure non-contamination. For example, Halal and non-Halal meals are carried into rooms separately and handled by staff with care. Each baby is provided with individual cupboard space and an individual fridge basket in which to store their bottles and foods. Their freshly made nursery meals are blended individually to the right consistency for them during the weaning stage. Consequently, the vast majority of parents have a high degree of trust and confidence that their children are extremely well cared for. Children are well nourished and their meals are prepared by a

designated cook. They enjoy fruit for snack each day and try new foods, such as green beans and radish, when they grow them in the garden. Partnerships are also used to their best effect in supporting children's understanding of keeping themselves healthy, for example, the setting takes part in the Local Authority's 'Golden Apple' Award scheme to demonstrate their attention to healthy eating. Children have also been visited by a parent police officer and during routine outings in the community they learn about road safety. The rigorous risk assessment and caretaking procedures ensure that the provision is very safe and well maintained.

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

The management team, well supported by the provider, have a strong understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding are robust and well embedded with the designated officer and the majority of practitioners having received training. As a result, they are secure in their understanding of procedures to follow in the event of concerns about children or about a colleague. Safeguarding is promoted strongly. Procedures and contact number slips for the local safeguarding team are freely accessible for parents and staff. Recruitment and selection procedures are comprehensively carried out ensuring that all those working with children are safe and suitable to do so. Individual staff induction is well planned. Requirements for staff deployment are met. Children are kept safe in the event of an accident because staff are fully aware of their responsibilities for seeking appropriate treatment and informing parents.

Effective performance management systems are in place. The manager works alongside staff during some parts of the week when she models effective practice and monitors teaching and learning. Peer-to-peer observations are carried out and provide practitioners with opportunities for individual feedback on their performance. This contributes to annual appraisals, which also identify training needs. Staff access training in the most essential areas, such as first aid and food hygiene. Recently, however, they have accessed fewer opportunities to enhance their knowledge of how to promote specific aspects of children's learning. Rigorous monitoring of planning and assessment ensures the educational programme is broad. However, the manager is not yet drilling down further to monitor the progress made by different groups of children, and in different areas of learning, to specifically target and refine training for staff and planning for continual improvement.

There is a strong commitment to further driving up quality. Since the last inspection the setting has improved the quality of outdoor learning experiences. As a result, staff now use the area to extend specific learning opportunities. Self-evaluation is detailed and identifies relevant areas for further improvement based on already secure practice. The setting uses information from a range of sources. This includes feedback from children and parents. For example, following accidents or incidents thorough investigations and reviews take place. This includes full consideration of staffing arrangements, recording procedures and training. This means that the setting is responsive, reflective and

continually improves its practice as a result. Partnerships are effective. The setting liaises closely with schools and provides a summary of their attainment. This helps children's transition. They also provide a summary of children's attainment for parents, forming part of the progress check at age two. Parents are highly complimentary about the setting and enthuse about the long-term relationships developed, the trust in being able to use the setting for each of their children over a number of years and the confident, successful learners that children become.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY281804
<b>Local authority</b>	Bury
<b>Inspection number</b>	907390
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Creche-n-Co Ltd
<b>Date of previous inspection</b>	28/03/2011
<b>Telephone number</b>	0161 797 2223

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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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