

Woodentots Nursery

Newgate Lane, Fareham, Hampshire, PO14 1AS

Inspection date	08/04/2013
Previous inspection date	08/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- All children benefit from the quality interaction from staff, who are skilled at responding to and extending children's individual interests.
- The nursery safeguarding procedures are robust and rigorous, promoting the welfare of all children who attend.
- Children's health is promoted successfully because the nursery has rigorous procedures in place to support children who have severe food allergies.

It is not yet good because

- staff do not regularly identify the children's next learning steps or keep parents informed about their children's progress to involve them fully in their children's learning
- procedures used to monitor the system to assess children's progress is not fully embedded
- information gathered from parents about the children's starting points does not include details about the children's learning and development.

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 spent time observing practice both inside and outside.
- The inspector spoke with the owner, the staff team, the children and a parent at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

Woodentots Day Nursery registered in 2003 and is run by Charlie's Little Angels and is situated in HMS Collingwood Naval Base in Fareham, Hampshire. The nursery provides care for the children of service and civilian personnel who work in the base. The nursery is open each week day from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 68 children in the early years age group on roll. The nursery provides free early education for children aged three and four years. There are systems in place to support children who have special educational needs and/or disabilities and for those who learn English as an additional language.

The nursery employs 24 members of staff to work directly with the children. Of these, 21 have relevant childcare qualifications and others continue on training programmes.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the assessment system so all staff identify children's next steps in learning effectively. Use this system to ensure parents are kept up-to-date and informed about their children's progress to involve them fully in their children's learning.

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

- further develop the information gathered from parents about the children's starting points, in relation to their learning and development
- improve procedures to monitor the effectiveness of the assessment system to ensure staff track children's progress regularly across all areas of learning.

Inspection judgements

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

All staff have a clear understanding of the Early Years Foundation Stage framework and implement it soundly across the nursery. They spend time observing what the children can do and record this information for parents. However, staff do not identify the children's next steps regularly to ensure children continue to make satisfactory progress in their learning. Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff make the most of incidental learning opportunities to extend the children's learning by asking open-ended questions and encouraging the children to become active learners and critical thinkers. For example, when children take part in activities, the staff encourage the children to think about what they are trying to achieve, promoting their problem-solving skills. Staff extend projects to reflect the children's interests. For example, children show an interest in dinosaurs. Staff obtain a wide range of fossils from the local museum. Children in the pre-school examine them and record their findings through artwork and photographs. The children recognise similarities and differences as they learn about the wider world.

Children are developing a sound understanding of technology. For example, they use the computer to find answers to their questions. Children wanted to know if hippopotamus lay eggs or have babies. A member of staff was quick to respond and the children found out that hippos are mammals and have babies. Although, the children felt that giant hippo eggs would be much better! Children of all ages use a broad selection of books and enjoy listening to stories or looking at the pictures in the well-resourced and comfortable book areas. All children have opportunities to make marks for different purposes, promoting their early writing skills. Children express themselves freely and use their imaginations well using small world resources, during art and craft activities and through role-play. Staff extend the children's ideas well as they add resources to their children's activities. For example, children use the wild animals with pebbles, leaves, stick, clay, water and pinecones. This develops the children's vocabulary and their understanding of other environments. Children recognise numerals, count at every opportunity and enjoy playing number games as their understanding of numbers increases.

Staff have sound links with local schools to help ensure children's move to school is smooth. Systems are also in place and implemented well to ensure children move to the next age group room in the nursery with ease. Staff keep parents fully informed about this part of their care and prepare the children and parents for the changes. Children regularly spend time with children in different age groups so they are familiar with the routines and the staff team. As a result, children are gaining the skills, dispositions and attitudes they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the nursery. Children form positive relationships with the adults and other children. Staff spend time getting to know the children and their families well. Parents share a wealth of information about their children's welfare needs and daily routines. However, limited information is gathered about the children's starting points in relation to their learning and development. This hinders staff from gaining an understanding of children's stage of learning or their learning

styles before they attend. Staff promote the children's personal, social and emotional development well and this results in children demonstrating sound levels of self-confidence and self-esteem. The children express themselves and openly share their thoughts and ideas with staff and other children. Staff manage children's behaviour well. Staff have clear expectations and children know exactly what is expected of them because the safety rules and boundaries are implemented consistently across the staff team. Children learn the importance of keeping themselves safe through activities and discussion. For example, staff talk with the children about putting on coats and hats to ensure they stay warm when playing outside. Children are aware of routine safety rules, such as not running inside the playrooms and using tools and resources carefully. All children and staff practise regular fire drills to ensure they can implement the evacuation procedures quickly and safely in the event of an emergency.

Children's self-care skills are developing well. Children confidently wipe their own noses and dispose of the tissues to prevent the possible spread of infection. Children learn about the importance of good personal hygiene through discussion and daily routines. Younger children receive support from staff as they learn about washing their hands and older children do this with little or no encouragement because it is a part of the daily routines.

All children spend time outside in the well-equipped and organised outdoor play area. Staff ensure all activities and experiences reflect the children's interests and cover all seven areas of learning. All children learn about the importance of healthy eating through daily discussions and routines. Staff talk with the children about the types of food that are good for them and children know that too much sugar is bad for them. The nursery has stringent and robust procedures in place to support a number of children who have severe food allergies. Staff ensure medical alert boards are displayed in every room and in the kitchen to ensure everyone coming into contact with the children are aware of their individual needs. The systems include regular updated information from parents, including appropriate lists of foods the children can tolerate. The nursery has a strict 'no nuts' policy in place. The employed cook has an exceptionally good understanding of the children's individual needs and prepares a wide range of healthy snacks and meals accommodating all children's unique dietary needs.

The nursery partnerships with parents are sound. Parents are able to visit the nursery at any time and have access to their children's records electronically. Parents may talk to the key people or the manager at any time and are encouraged to share what they know about their children. However, the electronic system is new to the nursery and staff are still developing their skills. As a result, some records are not accurate or up-to-date. This means staff are not informing parents about their children's progress or involving them fully in their children's learning. The nursery has links with other agencies to support children with special educational needs. For example, staff work closely with parents when any concerns are identified and the special needs coordinator liaises with other agencies, such as, the area special needs coordinator and the speech and language therapist to implement individual strategies for the children. This improves children's communication and language skills and aids their ongoing learning and development.

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

Effective safeguarding procedures are in place to promote the welfare of the children. All staff have attended safeguarding training and know how to implement the procedures. The nursery staff share the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children use a safe and secure learning environment because staff carry out detailed written risk assessments and daily checks. Robust recruitment and vetting procedures alongside effective induction systems help to ensure all adults are suitable to work with children. All visitors are required to sign in the visitor's book to ensure staff maintain an accurate record of everyone coming into contact with the children.

The provider has addressed the point for consideration raised at the previous inspection. For example, a sheltered decking area is now in place to provide shade for the children when using the outdoor area. They have access to planting and digging beds as they learn about the natural world. Children take resources from inside the nursery outside to extend their own learning and ideas and staff facilitate this well, offering advice and support to ensure children can achieve their own goals. This demonstrates a sound capacity to improve.

All staff and parents contribute towards the evaluation of the setting to drive improvement and ensure continuous development. The owner and staff carry out questionnaires to obtain feedback from parents and act on any recommendations. Staff meetings and regular training drive improvement and ensure all staff are aware of current guidelines and procedures. However, managers are not monitoring the new computer system to assess the children's progress effectively at this time to ensure children's progress is tracked across all areas of learning. The owner and managers monitor staff performance and their contributions to the nursery through regular team meetings, observing staff practice and carrying out appraisals twice a year.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY254930
Local authority	Hampshire
Inspection number	910189
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	68
Name of provider	Charlies Little Angels Partnership
Date of previous inspection	08/04/2011
Telephone number	01329 332532

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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