

Woodlands Day Nursery

Church Road, Southborough, Tunbridge Wells, Kent, TN4 0RU

Inspection date

22/04/2013

Previous inspection date

04/05/2011

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 are fully encouraged to lead their own learning, particularly with the talking and thinking books. These expand children's own ideas and thoughts.
- Children's moves are managed with great sensitivity and consideration.
- Regularly produced written summaries of children's achievements clearly show parents and others how well children are progressing.
- The newly landscaped garden area enhances children's learning experiences across the areas of learning extremely well.
- The staff team work exceptionally well together and are ably supported in their continual professional 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 observed children and staff during activities in the play rooms and outside area.
- The inspector held a meeting with the manager of the nursery and completed a joint observation in the nursery.
- The inspector looked at some children's records, including their assessments.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector took account of the views of parents.

Inspector

Sue Taylor

Full Report

Information about the setting

Woodlands Day Nursery is one of 78 nurseries run by Asquith Nurseries Limited. It opened in 1997 and operates from a converted school building in Southborough, Kent. There are four group playrooms with the pre-school children based on the first floor up a flight of stairs. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 7am to 6.30pm, for 51 weeks of the year.

It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 102 children aged from birth on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and those who speak English as an additional language.

There are 23 members of staff, of whom 17 hold appropriate early years qualifications to at least National Vocational Qualification level 2. The nursery employs support staff including a cook and an administrator. It provides funded free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance further the range of resources that positively reflect children's cultural backgrounds.

Inspection judgements

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

Staff provide children with an outstanding start to their learning and development. Key staff meticulously identify and plan for children's next stages in their learning using national guidance. This helps ensure children continue to make excellent progress from their starting points. All staff are extremely well informed about children's learning needs. As a result, they fully support them during planned activities or as children freely play. The regular summary assessment reports of children's learning effectively focus on children's achievements and next stages. This practice also means that staff are extremely well placed to provide the progress checks for two-year-olds when needed. Children's secure ongoing development, particularly with their personal, social and emotional development, prepares them extremely well for their future learning.

The staff are extremely conscious of the need to use questions with children that stimulate

their thinking and give time for them to make a response. Staff are aware of possible questions and children's use of their imagination is encouraged as they answer. Staff do not directly correct children but use the correct pronunciation of a word or the right number as they reflect back to children. This results in children who are motivated and enthusiastically keen to take part in discussion and activities. The talking and thinking books are an excellent example of how the staff inspire children's communication and language development. Staff nurture babies' exploratory nature extremely well. There is a wealth of resources at low level to investigate, including items such as a paint brush, and wooden and metal household items. All children benefit immensely from the newly landscaped outdoor play area. Babies and toddlers have their own fenced area for safe exploration but also use the whole area. They enjoy being in the fresh air and exploring familiar resources that staff bring out for them. Pre-school children are learning about shapes in the environment. They draw those that they see on clipboards and count these up, excellently supporting their mathematical development. The gardening area, the wheeled toys track and water play area are innovative. They effectively promote children's learning about the world in addition to supporting their physical development. For example, children can pump the water themselves and play in the puddles it creates or watch toy ducks and boats float down.

Parents receive the summary assessment reports with children's next stages in learning noted and are able to add comments. The home learning sheets are an excellent idea. Parents keep the staff up-to-date with any changes, interests or achievements that children make while not at nursery. Each group room has a selection of appropriate books that parents may borrow and then feedback any relevant information to the staff. These strategies are highly successful in engaging parents to support their children's learning in the nursery and at home.

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

Children settle extremely well, gaining a positive sense of belonging and well-being. For example, children's art work is attractively displayed in the rooms. Some displays and resources reflect diversity positively. However, there is not an exceptional reflection of the cultural backgrounds of all children so that they are fully aware of the backgrounds of others. The key person system is very strong and staff develop excellent relationships with children. The staff value children's ideas and meet their individual needs extremely well and, as a result, children are very confident and motivated to learn. For example, some pre-school children decide they want a weather chart. The member of staff involves them in writing out the days of the week, which they do with confidence. As children move through the rooms, the staff give careful consideration to their needs and to the relationships they have with others. Staff spend time sensitively settling in new children, as well as skilfully supporting those moving in the nursery or onto other settings. The effective emphasis on children's choices throughout the nursery means that they gain excellent levels of independence. Children from an early age serve themselves at meal times, pour drinks or use toilets when needed. They thoroughly enjoy the nutritious nursery cooked meals, with menus on display to inform parents. The staff are very aware of the need for children to take safe risks to develop awareness of their own body. For

example, the trike track has gentle dips and curves for children to negotiate either when walking or using the wheeled toys. Children confidently learn to keep themselves safe as they practise fire evacuations and as staff discuss safety with them when on walks in the woods or using the common. They behave extremely well and happily share resources with others. The older children are considerate of the younger ones when in the outdoor play area together.

Recent changes to the nursery create a stimulating and welcoming environment. Safe and secure platforms in some rooms enable children to climb steps to see out of the high windows. The equipment, resources and furniture are of excellent quality and support children's development. For example, the sturdy low level furniture helps babies who are beginning to pull themselves up, encouraging their physical development. Outside, children can watch what is happening in the woods through the windows in the hide. Resources throughout the nursery, both indoors and outside, are plentiful, easily reached and motivate the children to use them. Children learn about the importance of healthy lifestyles from a wide range of sources. They regularly play outside, with boots and wet weather clothing available. They save their fruit peelings for the garden composter, and grow and taste various vegetables.

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

Staff take safeguarding very seriously and all staff undertake appropriate safeguarding training. The manager creates a safeguarding quiz to ensure knowledge is up to date. This helps ensure staff have a secure awareness of possible child protection concerns and of the processes to follow. Systems in place ensure that relevant staff inform the appropriate agencies promptly and that any action taken supports children's continued safety and welfare. Thorough risk assessments help keep children safe. However, the staff are very experienced in letting children take suitably managed risks within the safe and secure nursery. For example, children learn to use the stairs but safety gates are in place where necessary. Comprehensive written policies and procedures clearly explain the nursery's responsibilities and practices to parents and others.

The robust and thorough recruitment process helps ensure the suitability of staff and all appropriate checks are in place. New staff follow an in-depth induction process so they are fully aware of their role. The supervision and appraisal systems place a strong emphasis on each staff member's own professional development. There are regular staff meetings and training opportunities are consistently available. The manager and staff carry out peer on peer observations. They all recognise this as a positive way to evaluate and improve their own practice. The staff team have an excellent awareness of their strengths. They identify exciting future plans such as creating a mud kitchen in the garden for all children to use. The development plans are always evolving to maintain the high levels they strive for. The management and staff demonstrate an excellent capacity to sustain improvement. There is an outstanding understanding of the learning and development requirements. There is continual monitoring of children's achievements by key persons and overseen by the manager. This means they quickly identify and plan to narrow any

gaps in children's learning. As a result, the staff team have met the recommendations set at the last inspection exceptionally well. The assessment processes to support children's learning and development are very secure now.

All parents engage extremely well with the staff and this fully supports children's ongoing progress. They appreciate the communication sheets for the younger children, giving them detail about the child's day, particularly relating to their care needs. There are highly positive working relationships with other early years settings where children attend. This is extremely successful in providing consistency and promoting children's learning and development. Staff fully recognise that communication with other agencies is beneficial in supporting those children who need additional support. Consequently, partnership working is highly effective.

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
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	EY283891
Local authority	Kent
Inspection number	910200
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	102
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	04/05/2011
Telephone number	01892 518 272

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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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