

Woodlands Pre School & Nursery (Purfleet-on-Thames)

Tank Hill Lane, PURFLEET, Essex, RM19 1TA

Inspection date	25/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 exceptionally well motivated, very eager to learn and consistently demonstrate the characteristics of effective learning.
- Children's play is expertly observed and assessed through well-embedded systems that support staff to effectively identify children's next steps in their learning.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments and provide a strong base for their developing independence and exploration.
- Staff have very high expectations of children; children are given choices and are encouraged to make independent decisions.
- Children's individual needs are expertly identified and exceptionally well met through highly effective partnerships between the nursery, parents and other professionals.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms and the garden.
- The inspector spoke with the directors, managers, staff and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies, risk assessment, children's development records and all relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

Woodlands Pre-school and Nursery was re-opened in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a two storey purpose built premises in Purfleet, Essex and is managed by a company limited by guarantee. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and eight at level 2.

The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The nursery opens 51 weeks a year and sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 107 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 supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- create a place where children can sit and chat with friends, such as a snug den, to enhance the excellent facilities in the highly imaginatively arranged garden area.

Inspection judgements

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

Children make exceptionally good progress in their learning and development as the confident and enthusiastic staff team work exceeding well together, support each other and have an expert understanding of the Statutory Framework for the Early Years Foundation Stage. The quality of teaching is robust throughout the nursery. Staff ensure that parents are involved in the initial observations of children when their starting points are assessed on entry to the nursery. Planning for children's progress is regularly discussed with parents who are encouraged to share information about their children's learning and achievements at home by means of parent observation sheets. This means that parents are fully involved in setting individual targets and sharing in future plans for learning and milestones, which their children achieve in the nursery. The extremely well-embedded key person system ensures that all practitioners use effective, targeted

strategies and interventions to support learning that meet all children's individual needs. All children, including those with special educational needs and/or disabilities, are exceptionally well supported in the nursery as their key person liaises closely with parents and other professionals, such as speech therapists, community nursery nurses and educational psychologists. Outstanding progress is achieved by all children because the key persons use their understanding of individual children's needs, gained through close observation, to provide accurate information to the key professionals. Such accurate information enables professionals to provide tailored and dedicated support and resources for individual children to ensure they achieve to the best of their ability. Similarly, children who speak English as an additional language are sensitively supported by staff who understand how to promote language. They explore children's skills in their home language with their parents to identify where interventions may be necessary and they support teaching of English with images of objects and key words from home. No child is made to feel different; the nursery is inclusive for all and children integrate completely into the activities with gentle and caring support from key persons.

The nursery provides a rich and vibrant learning environment where the children are highly stimulated. Each area of the nursery is extremely well equipped with accessible pens, pencils, crayons and chinks so children build good habits and become accustomed to making marks and attempting to write their names. A word rich environment encourages children to recognise and make everyday use of letters, words and names as everything children use is clearly labelled. Children explore sand, water and other media, such as shaving foam, and squeal with delight as they clap their hands and shower foam over staff. They cover themselves in the substance and cry 'look at me'. This activity provides an excellent opportunity for self-expression and creativity as children pile up the foam and explore its properties.

Children are enthusiastic and highly motivated. They are very eager to participate and consistently demonstrate the characteristics of effective learning. For example, when children act out the well-known scenes from a favourite story. They are helped to remember the order of events as they go over, through and under the slide to represent their journey on the hunt for a bear. Such activities help to develop children's skills in mathematics, communication and language and ignites their imagination and creativity. The management team continually adapt and enhance all areas of the provision. This ensures that children are challenged in their learning and they have the freedom and space to explore their environment and to develop their imagination. The management team have exciting plans to improve opportunities for babies to learn outdoors in safety and comfort by adding a well-resourced, fenced off, section leading from the baby room. The garden is an excellent learning environment for children where resources are highly imaginatively arranged to stimulate children's interests. Staff support them and join in their game, suggesting ways to develop and extend their play, in order for them to get the most out of their experience. For example, children love to play hide and seek in the garden, exploring the enticing nooks and crannies as they find a place to hide, while staff help them to understand the rules of the game. Children learn skills in patience, cooperation and mathematics as they count to 10 with their eyes closed while their friends hide. They develop physically as they run around searching for their friends. The physical development of others is challenged as they attempt to climb small trees and apparatus and balance on tyres and beams. Young children are supported by patient, caring staff as

they take their first tentative steps while balancing on bucket stilts. They persevere as they learn how to pull on the ropes to help their legs to move and concentrate hard, finding one leg easier to use than the other. Staff recognise children's determination to succeed and identify where support is needed, at the same time encouraging their independence. Children's imagination is supported when they find twigs to dig in the soil and search for 'treasure'. They dig up small stones and staff help them to count how many pieces of treasure they have found. Therefore, promoting their excellent development in maths, communication and language and personal, social and emotional skills as they are supported to share and take turns with digging.

Children play cooperatively and imaginatively together, as they dress up and role play in the house, planting artificial flowers in pots of sand and displaying them on the windowsills. They also sweep up the sand, learning skills for the future. Children learn many skills when staff prepare them for their lunch. Their personal, social and emotional development is extremely well supported when staff choose children to act as 'table monitors' and they beam with pleasure and pride when they are chosen to lead their table. Staff request the monitors to determine how many pieces of cutlery they will need to set the table for their friends and whether they need less or more. This actively supports their rapidly developing skills in thinking and mathematics and gives them a sense of responsibility.

Staff track children's communication and language development using the 'Every Child a Talker' programme. Children learn to be highly confident talkers as staff constantly engage them in conversation and ask open-ended questions to stimulate their thinking. For example, during group time every child is offered the opportunity to speak as they discuss the days of the week, the date and the weather. Staff promote understanding of the world when they ask who saw a rainbow yesterday and what they think causes a rainbow to form. Children are encouraged to sit still, raise their hands and to speak when requested; this prepares them for the next stage of learning and transition to school.

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

Children of all ages show very high levels of confidence and clearly enjoy their time in the nursery. They hardly have time to say goodbye to their parents as they eagerly run inside and hang up their coats. Children flourish in this warm and welcoming environment. The exceptionally well managed key person system enables children to develop secure attachments to their special person. Staff have an expert knowledge of the children in their care and their families. Parents are welcomed into the nursery at any time and they are encouraged to supply photographs of their families which help children feel comfortable and safe. New children and parents are exceptionally well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. The calming, soothing and safe environment of the well-equipped sensory room helps new children to settle quickly and get to know their key person through close one-to-one contact. Babies and young children are cared for in a partitioned area, looking out onto the garden, where they get to know and trust the adults caring for them. Babies'

personal care needs are expertly met by caring and consistent staff. Their feeding, sleeping and nappy changing routines are followed closely and information is exchanged regularly with parents. Babies thrive on the individual attention they receive and enjoy cuddles as they share stories with their key person. They play with the enticing range of resources which are changed regularly to ensure enough space for the youngest children to crawl and test out their emerging physical skills.

Children's emotional well-being is exceptionally well nurtured by the warm and caring interaction of the staff throughout the nursery. Children confidently approach staff for reassurance when they need it. Children are exceptionally kind to each other, especially to those less able than themselves, as they offer toys and sit close to support them in their play. Children are extremely well behaved as staff ensure their needs are consistently met and the few conflicts that arise are managed calmly and with kindness. They are constantly engaged in exciting and interesting activities and experiences which leaves little room for negative behaviour. Children are given responsibilities and are encouraged to be independent which boosts their self-esteem. For example, when they are chosen to serve their friends at the lunch table and they receive praise for their 'lovely manners'.

Children are encouraged to be independent and to manage their own personal care needs. The nursery is kept spotlessly clean and children are taught about the importance of cleanliness and good hygiene routines. This means all children are very well informed and adhere to high standards that promote their good health. Antibacterial hand gel dispensers are available in every area of the nursery and visitors are encouraged to use these. Meals are freshly prepared on site each day and take into account children's special dietary needs. For example, food trays are colour coded to ensure that children receive the correct ingredients in their meals to meet their requirements, either medical or cultural. Menus are carefully planned to ensure children enjoy a wide selection of nutritious and enjoyable foods, with plenty of fresh vegetables and fruit to promote their health. Children's health is further promoted as they benefit from regular fresh air and exercise through continuous access to the excellent facilities in the wonderful outdoor environment.

Children's safety is the highest priority for staff, as they ensure that all visitors' identification is checked and internal and external doors are kept locked at all times. Staff constantly supervise children in all areas of the nursery and no child is ever left unattended. They closely observe the children as they climb and balance on the interesting range of sturdy apparatus in the garden. They allow them to take risks in their play, giving them confidence and an excellent understanding of their own safety that will prepare them well for future challenges. When children leave the setting they are fully supported by the effective system for transition, developed with the local schools. For example, staff from the schools visit the children and observe them in their activities. Towards the end of their final term at nursery children are offered the opportunity to visit the school for a short time each day to help them to become familiar with the new environment. This enables them to be extremely well prepared for school.

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

Safeguarding procedures are extremely robust because all staff understand the clear reporting procedures in the event of child protection concerns. Flowcharts are displayed on all walls of the nursery as a visual reminder. Managers have a very secure knowledge and understanding of their responsibilities and they ensure that individual staff's knowledge is consistently updated at team meetings and the educational programmes monitored. Excellent and robust recruitment procedures protect children well because all staff are thoroughly vetted before they start work. Meticulous records on children's health and safety, such as risk assessments, accidents and medication, help to ensure hazards to children are fully minimised.

Senior staff work as mentors to new and trainee staff and carry out effective induction and probationary procedures, enabling all staff to feel thoroughly supported. Consequently, they work very effectively as a cohesive and enthusiastic team, offering all children a safe and nurturing, learning environment. Staff management is of a very high standard and the management team offers regular supervision meetings and appraisals to ensure the staff's training needs are identified and effectively supported. This leads to a highly competent staff team who help to ensure exceptional learning outcomes for all children. The management team and staff work extremely well together on a day to day basis. Staff feel supported and valued. Staff have a passionate attitude to their work and say that it is 'more than just a job'. This dedication has a positive effect on the children who thrive in this high quality nursery.

The nursery is exceedingly well organised, both in terms of the leadership and management and in the resources available to the children. The learning environment includes a plentiful range of high quality resources that are freely accessible to children and afford independent choice both indoors and outdoors. Self-evaluation is extremely effective as the management and staff have a secure understanding of the strengths of the nursery and a clear vision of the improvements they want to make. Staff are continuously reviewing the way their resources are presented, both inside and outside, to best meet the needs of the children. They have ambitious and exciting plans for the development of the garden, including a fenced off area with soft flooring to give babies more freedom outside, a planting area where children can grow vegetables and fruit and more areas for painting, writing and drawing outdoors. The garden can be further enhanced by the creation of a snug and cosy den area where children can enjoy some quiet time and sit and chat with their friends.

The nursery works closely with parents and specialist professionals to support individual learning plans. Consequently, children with special educational needs and/or disabilities make rapid progress, given their starting points. Staff work closely with parents to ensure children's needs are identified and effectively met. Parents speak extremely highly of the nursery and the staff and many insist it is the only nursery their family would consider and want all of their children to attend. Parents have daily face-to-face contact with their children's key persons, when they can discuss any issues or concerns, and end of term meetings. A termly newsletter is produced and separate end of term questionnaires for

parents, and for parents to share with their children, are distributed. Parents can also air their views through an anonymous 'suggestions box'. Parents are provided with observation sheets where they can share with staff any observations they make of their children at home that might not be witnessed at the nursery. Therefore, ensuring that children's interests at home are included in their individual planning. Partnership working is exemplary as parents, staff and other professionals work exceedingly well together to ensure that all children's needs are met. Children are exceptionally well supported throughout their transitions within the nursery and to school as staff are highly attentive and very closely monitor children's progress.

The Childcare Register

The requirements for the compulsory 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	EY453859
Local authority	Thurrock
Inspection number	892666
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	107
Name of provider	Woodlands Pre-School & Nursery (Purfleet-On-Thames)
Date of previous inspection	not applicable
Telephone number	01708863737

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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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