

Denham Woodlands Nursery School

Nightingale Way, Denham, UXBRIDGE, Middlesex, UB9 5JL

Inspection date

Previous inspection date

09/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 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

- Children quickly settle on arrival because they develop close and secure relationships with their key person and familiar staff, who are gentle and caring.
- Staff make very good use of the outdoor environment understanding some children learn more effectively outside. Literacy development is a strong feature too as early writing is actively encouraged in all areas of learning.
- The senior management team oversees and supports the staff team well, encouraging staff to take further training to support their development, to improve their skills in working with the children.

It is not yet good because

- Not all staff are confident in extending opportunities for children to talk and broaden their vocabularies fully as they undertake their activities.

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 spent the majority of inspection time observing the children as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the provider/manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector viewed a number of recent responses from parent s in questionnaires.
- The inspector and provider/manager completed a joint observation together.

Inspector

Jennifer Devine

Full Report

Information about the setting

The Denham House Woodlands Nursery School is privately owned by Denham Woodlands Nursery School Ltd. It registered with Ofsted in 2006 and re-registered in 2012, following a change of name. It operates from two large rooms with outdoor access within The Tile House Combined School. It is situated in Denham, Buckinghamshire. The nursery is open each weekday from 8.45am to 11.45am and from 12.30pm to 3.30pm. There is a lunchtime club from 11.45am to 12.30pm. Children attend morning or afternoon sessions or all day. All children share access to a secure enclosed outdoor play area, including an additional coppiced woodland area. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 11 staff. All staff members, including all the management team, hold early years qualifications. The provider/manager holds Early Years Professional Status. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- help children to increase their vocabularies and conversation skills as well as possible by helping all staff to know the best ways to provide more encouragement for children to talk through and comment on their play activities.

Inspection judgements

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

The staff team has a good understanding of the Early Years Foundation Stage, which means they are confident in delivering the educational programmes and supporting children's learning well. Children's individual 'learning journey' records are well maintained and contain information, such as starting points, and tracking documents that support future plans for each child. The environment is conducive to learning; it is rich in resources and complemented by varied and imaginative experiences in all areas of learning.

The environment supports children in developing their early writing skills very well. Throughout the nursery children can find paper and writing materials, and staff encourage them to write for different purposes. Staff are also aware of having these resources available in the outdoor area which encourages children who learn more effectively playing outside to be enthused to write. Nursery displays show children are actively involved in

writing about the activities they enjoy. These early writing experiences help children acquire useful skills in readiness for school.

Overall, children are supported well in developing language and communication skills because most staff listen and ask questions during activities, in order to extend learning. However, not all staff are confident in encouraging children to talk or in extending children's vocabularies and conversation skills during activities. Children thoroughly enjoy group singing and story times and excitedly join in with their favourite songs, which help them learn about rhyming words.

Children choose whether to play indoors or out for most of the day and they thoroughly enjoy the outdoors. The garden is well resourced and children investigate and explore the natural environment, particularly in the woodland area. A group of children show great interest in going on a 'bug hunt' after sharing a book together on 'mini beasts'. They go out equipped with their magnifiers and clipboards and look around the woodlands for anything interesting. They show great excitement when they turn over a log and find some worms, they use the magnifiers to look closely at the worm and then record their findings on their clipboard. Their learning is supported well through staff providing appropriate resources for this activity.

Parents meet with staff to discuss children's achievements and progress. Each child has their own developmental record, which shows children's achievements and their next stages for learning. Children who learn English as an additional language are supported well overall. Staff learn about children's home languages, obtaining key words to help children settle. There are also effective systems to support children with special educational needs and/or disabilities. Staff work effectively in partnership with other agencies. This liaison supports them in being able to identify where children need additional help, so children reach their expected levels of development. The nursery staff have close links with the local children's centre and schools. These communication systems help children when they transfer to the next stage in their early education.

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

The key person system is embedded into the staff practice. It results in good relationships being established with parents from very early on and helps children to settle quickly. Children arrive happily to nursery and confidently wave good bye to their parents or carers because they have developed good, warm relationships with kind and supportive staff. Their personal social and emotional development is fostered well; children have formed some good friendships and play well together. Children show kindness and understand about taking turns. For example, children enjoy playing with a remote control bus which is very popular; nevertheless, all children wait patiently to have a turn and work together as one child uses the remote control whilst another child builds bridges with bricks for the bus to go under. Staff manage children's behaviour well. They use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other about their feelings.

Children's specific health, dietary needs and allergies are recorded and understood by staff. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Children who stay for lunch club are provided with a packed lunch from home and staff ensure parents are given information on healthy lunches.

The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Staff conduct daily checks on the premises and effective risk assessment procedures are in place to identify any hazards in the environment. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Children learn to take risks in a safe environment and understand the rules at nursery, such as why they do not run indoors and taking care when cutting with the scissors. However, earlier this year it was clear that the provider/manager had not ensured the nursery's safeguarding policy was understood by all staff to make sure stipulated procedures were implemented in order to meet requirements in regard to children's safety.

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

This inspection was brought forward following concerns raised to Ofsted in relation to the nursery's safeguarding policy and procedures. Ofsted followed up these concerns and issued a Notice to improve which required the owner/manager to respond to an action set. The owner/manager has taken suitable steps to address this action, through staff undertaking relevant training to update their knowledge of the safeguarding and child protection requirements. This inspection has found that staff now have a good understanding of these requirements, including the reporting procedures to follow if concerned about a child's welfare. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the provider. A number of staff hold a current and relevant first aid qualification, which means that there is someone available who knows how to respond to any accidents appropriately.

The owner/manager now shows commitment to continually monitoring the nursery and how staff are working. Self-evaluation is now used soundly to review practice and target areas for improvements. Staff continually reflect on their practice and use their knowledge and understanding of the learning and development requirements well to provide educational programmes that are exciting and challenging to children. Staff are now well supported by good systems for supervision, including in regard to the welfare and safeguarding requirements, and annual appraisals to identify training needs.

Parents are invited to join in activities and support the children's. Parents are kept informed about their children's day through the use of a daily diary and verbal feedback. The views of parents are regularly sought in the form of parental questionnaires and results from these indicate parents are very happy with the service provided. The nursery has a parent's rota for parents to offer their help during session, which allows them to get a good insight into their children's learning during the day.

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	EY456935
Local authority	Buckinghamshire
Inspection number	913282
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	54
Number of children on roll	77
Name of provider	Denham Woodlands Nursery School Ltd
Date of previous inspection	not applicable
Telephone number	07799136593

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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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