

# Woodlands Park Nursery School & Childrens Centre

74-86 Woodlands Park Road, London, N15 3SD

<b>Inspection date</b>	30/05/2013
Previous inspection date	28/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
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		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.
- Children achieve exceptionally well because the environment is highly conducive to learning. Staff provide rich, varied and imaginative experiences to inspire children to be active and inquisitive learners.
- Staff work well in partnership with other professionals and make effective use of the children's centre as a referral point for parents.

### It is not yet good because

- Staff are not consistent in following the accident procedures and occasionally this results in minor accidents not being recorded and parents not informed.
- Some of the outdoor resources are weather worn and staff do not always fully set up the outdoors to include all areas of learning.

## **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 the playroom and the outside learning environment.
- The inspector had discussions with the under three's coordinator throughout the visit. Safeguarding was discussed and a sample of the policies were viewed, in particular safeguarding and the complaints procedure.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents and carers spoken to on the day.

## **Inspector**

Jennifer Devine

## Full Report

### Information about the setting

Woodlands Park Nursery School and Children's Centre registered in 2004 and is managed by a local authority maintained organisation, offering full day care, nursery school provision, and out of school care. The children's centre also operates from within the same premises and the under three's nursery has access to one large playroom. Children also have access to an enclosed outdoor play area. The nursery is in a residential area of West Green in the London Borough of Haringey. The under three's nursery is open each weekday from 8am to 5.45pm, all year round. The nursery school operates term time only and the out of school provision opens term time only from 8am to 9am and 3.30pm to 5.45pm and during school holidays from 8am to 5.45pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 140 children in the early years age range on roll within the whole nursery school. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 13 staff to work in the under three's provision of whom over half of the staff hold relevant childcare qualifications.

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

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

- ensure a written record of accidents or injuries and the first aid treatment given is maintained and that parents are informed of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable.

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

- build on the existing experiences for the children in the garden covering all areas of learning and using good quality resources.

## Inspection judgements

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

The staff team have an excellent understanding of the Early Years Foundation Stage learning and development requirements. As a result they provide a highly stimulating and exciting environment, which helps children to make excellent progress. Children's individual development files provide a wealth of information about what each child enjoys

and can do. Staff are very secure in their knowledge about how children learn and progress and this is reflected in the consistently high standards of the teaching and learning taking place. The planning follows children's interests and clearly records their next steps, which staff confidently monitor. As a result, children make rapid progress relevant to their abilities and needs. The wide range of resources, both indoors and outside, are easily and safely accessible throughout the day. Inspirational and innovative teaching motivates children. Children take part in small group sessions with their key person twice a day whereby they spend time talking about their interests and have time for stories or singing. These comprehensively support children's communication and language development and encourage children's listening skills and concentration to help in readiness for moving up to the nursery school. Staff plan many opportunities for children to listen to music and participate in singing. Children actively seek out the CD player and confidently sing along to well-known rhymes. They initiate their own games as they recognise a favourite song and lie down on the floor pretending to sleep and get ready to jump up as the song plays.

Children confidently use mathematical language during free play and focused activities. They count at every opportunity and enjoy sorting and comparing objects. A small group of children thoroughly enjoy a focussed singing activity where the adult provides props to engage and motivate the children to count how many and learn the concepts of taking away as the props are removed.

Children have free flow access to the outside environment for most of the day and they thoroughly enjoy the outdoors. The garden is well resourced and children can investigate and explore the natural environment. Children can access a range of activities outside, however, some outdoor resources are weather worn and it is not always consistently set up to extend children's play across all areas of learning.

Children can access the sensory room where they can have some time in a tranquil environment. Staff have received training in hand massage and take a small group of children to participate in this activity together. This enables children to have some quiet relaxing time and teaches them about being gentle as they massage each other's hands.

Staff work in partnership with the teachers and staff in the nursery school and work together to support children's move to this room positively. Staff are very effective in promoting the children's readiness for nursery school, developing their self-care and listening skills successfully. As a result, children are gaining the skills and attitudes they need to be ready for their next stage of learning.

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

The key person system is embedded into the staff's practice and results in good relationships being established with parents from early on and supporting children to settle quickly. All staff have received in-house training on the importance of attachments and recognise the importance of children feeling secure. The nursery staff also undertake home visits prior to children starting and this offers extra support to deepen these

partnerships. As a result children develop close relationships with their key person to receive lots of reassurance in their early days. A buddy key worker system is also in place, which provides stability in the caring of children.

Children's personal social and emotional development is fostered well. Children have formed harmonious friendships and play well together. Displays of family photographs in the book corner help to provide a positive link with home for all the children. This is effective in fostering their growing self-assurance. Staff are very good role models and 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.

Staff support children who learn English as an additional language well. 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.

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 eat a healthy and nutritious cooked meal provided by the nursery cook. Staff support the children's independence skills as they help to pour their own drinks and learn about helping to clear away their plates when they have finished.

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. However, the provider/manager has not ensured that all staff fully understand and follow the nursery's accident procedures to help protect children's welfare. As a result the staff do not always record every type of accident and report this to parents in order to meet all of the safeguarding and welfare requirements.

### **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 accident procedures and behaviour management. At this inspection it was found that there is not a robust system in place to ensure staff record every type of accident and ensure parents are informed. The provider and staff understand and meet the rest of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, staff are aware of the complaints procedure to follow if parents are unhappy about any aspect of their child's care or learning and development.

Staff know and understand their responsibilities for safeguarding and have attended relevant training. They are aware of the reporting procedures to follow if they are concerned about a child's welfare. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. Comprehensive risk assessments cover all aspects of the premises and outings. Access to the premises is monitored and visitors only gain access by ringing the doorbell and signing in at the main reception desk.

The registered provider/manager shows commitment to continually monitoring the nursery and how staff are working to drive improvement in the outcomes for children. Staff use self-evaluation well 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 supported by satisfactory systems for supervision, including in regard to the safeguarding and welfare requirements, and annual appraisals to identify training needs.

The staff place great value in making sure that parents develop a sense of belonging to the nursery and can contribute to the well-being of their children. The staff make them feel very welcome in the nursery and parents are encouraged to share information about their child to support continuity of care. Parents are provided with a wide range of information to keep them well informed about how the nursery operates and about their child's progress, achievements and daily experiences. Comments from parents indicate they are very happy with the service provided, in particular parents indicate staff are kind, caring and provide a secure loving environment to nurture their child.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- maintain a record of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- maintain a record of accidents which occur on the premises where childcare is provided (voluntary part of the Childcare Register).

## 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>	EY287236
<b>Local authority</b>	Haringey
<b>Inspection number</b>	917574
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	81
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Woodlands Park Nursery School & Children's Centre Governing Body
<b>Date of previous inspection</b>	28/10/2010
<b>Telephone number</b>	020 8802 0041

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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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