

Woodland Nursery

Jaguar Landrover, Gaydon, Warwickshire, CV35 0RR

Inspection date	24/05/2013
Previous inspection date	02/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's personal, social and emotional development is given a high priority by staff. Consequently, children are settled and secure and they are confident learners. Staff promote children's independence effectively.
- The partnerships with parents are strong. Information provided by parents enables staff to clearly identify starting points for learning, and parents' views are highly valued. Staff and parents work effectively together to challenge children so that they make good progress.
- Steps taken to safeguard children are robust. Staff successfully identify and minimise risks within the premises and they are fully aware of their responsibilities to protect children from harm.
- Children's communication and language development is promoted well by staff. When talking with children, staff encourage them to think and they give children plenty of time to respond.

It is not yet outstanding because

- Opportunities for babies to explore their senses fully are not maximised. For example, they are not provided with everyday objects to explore and investigate.
- Opportunities for children to learn about their similarities and their differences are not maximised and they do not gain an awareness of features of the environment in the local area.

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 rooms and the outdoor learning environment.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the manager
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

Woodland Nursery was registered in 2009 and is one of many national nurseries run by Bright Horizons Family Solutions Limited. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery operates from a purpose-built building on the boundary of the Jaguar Land Rover site near Gaydon, Warwickshire, and is for the exclusive use of the employees working on the site. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year, excluding public holidays. All children have access to an outdoor play area.

There are currently 117 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It provides funded early education for three- and four-year-olds.

There are 25 members of childcare staff who work directly with the children. Of these, one has an early years qualification at level 7 and holds Early Years Professional Status, one is qualified in early years at level 6, two at level 5, 17 at level 3, and two at level 2.

What the setting needs to do to improve further

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

- enhance the play environment for babies and increase opportunities for them to explore their senses by providing more everyday objects for them to investigate
- extend children's understanding of the world by arousing their awareness of features of the environment in the local area, and by enhancing practice for helping them to recognise their differences and similarities.

Inspection judgements

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

Staff ensure that children are supported effectively to acquire the skills and capacity to learn and develop in order to reach the next steps in their learning. Children are making good progress. During each child's induction, key persons obtain information from parents on what their child already knows and can do, and they use this effectively to inform initial planning for learning. Staff ensure that they work well in partnership with parents so that children are challenged effectively to reach the next steps in their learning. They are

aware of the importance of ensuring that links with other early years providers are established to ensure that parents and all providers work together to promote children's learning and development effectively. When necessary, staff provide parents with a summary of children's development after completion of the Early Years Foundation Stage progress check at age two.

Children's personal, social and emotional development is given a high priority by staff. Independence is promoted effectively and during each play session children can move freely between indoor and outdoor play space. The choice of activities is varied in both areas. Children confidently make decisions about where to play and what activities to play with. A forest school area has been established adjacent to the nursery, and play sessions in the area are greatly enjoyed by pre-school children. Staff promote children's learning over the different areas well as they support children's play. Preparation for forest school begins with children putting on appropriate clothing for the wet weather conditions, and their independence is promoted well by staff as they encourage children to dress themselves. Children compare sizes of clothing and talk to each other about clothes that are 'too small' and 'too big'. They line up in pairs and talk to each other happily about who their best friends are. Before leaving the playroom, children know that a staff member has checked to make sure that the area is safe. They demonstrate an awareness of rules for walking around the building safely, and on arrival staff promote children's thinking and speaking skills well as they ask open-ended questions about safety. Children divide into two groups and they spontaneously count the number of girls and boys in their group. They talk about a tree being so big that it is touching the sky. Children are excited because they sometimes see rabbits as they explore through to shrubs and trees. They stand very quietly, listen intently, and talk about the birds that they can hear. Children are keen to turn over small logs and happily discover ants and worms and describe what they can see. They confidently demonstrate good balancing skills as they walk across large logs.

Children in the toddler room enjoy activities linked to farm animals. A well-planned group activity effectively promotes their use of technology, listening and speaking skills, manipulative skills and observation skills. Children sing a song about a farm and they are keen to be involved and take turns to choose which animals they will sing about. An interactive screen is used and children volunteer to find different animals and then circle the animal with their finger on the screen. Language development is promoted well as staff ask children open-ended questions, for example, about what the babies of chosen animals are called. Children are given time to think about their answers, and staff offer good clues to aid children in being able to respond. Children are encouraged to count the animals and they do so with one-to-one correspondence. They demonstrate good skills with use of technology and they confidently change colours when invited to draw their own pictures on the interactive screen.

Resources in all rooms meet children's developmental needs well. Babies enjoy access to a good variety of toys that promote their manipulative skills well, encourage them to learn to match and name colours and shapes, and explore different textures, such as paint and sand. However, the promotion of their senses is not maximised because they do not explore and investigate everyday objects, such as those contained in treasure baskets. Babies are settled and secure, and staff ensure that their care and learning needs are

addressed well. They are beginning to show an interest in books, and confidently approach staff with favourite ones. Role play toys are available in all rooms, and these reflect positive images of diversity effectively. Inclusion is addressed well throughout the nursery, and children who speak English as an additional language receive good support. They are encouraged to use their home language as well as learn to speak English as staff support their play. Activities are planned so that children gain some awareness of different traditions and beliefs. However, some aspects of children's understanding of the world is not promoted with full effect by staff. For example, children do not leave the nursery site and so opportunities to explore the local community and celebrate or value cultural, religious and community events and experiences are not utilised.

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

Children are settled and happy as they develop a secure attachment with their key person. Children's emotional security is initially addressed effectively because they are supported well in the transition from home to the nursery. Transitions within the nursery are well organised and children are prepared well for their transition into other early years settings and reception class in school. For example, arrangements are made for reception class teachers to visit children in the nursery in order to aid transition and ensure coherence of learning. Children behave well, share and take turns. Staff are good role models and positive reinforcement is the major strategy for managing behaviour in order to promote children's self-esteem. Independence is promoted well by staff. Children manage their own self-care needs and they choose and easily select resources for themselves. Resources are safe and meet children's learning and development needs well.

The nursery environment is safe, warm and welcoming. Admission information obtained from parents is thorough with regard to each child's individual care needs, and each child's needs are well met. Information on good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected well because staff encourage them to be physically active in the outdoor play environment every day. Staff put their food hygiene knowledge into practice effectively in order to protect children's good health. Meals provided are varied, healthy and nutritious. Children's welfare is addressed effectively because staff ensure that the environment is safe. Children learn how to keep themselves safe, for example, when in the forest school environment. For example, children confidently recall the rules that they must not put anything in their mouths, they must not go past the blue line that is the perimeter of the area, and that they must listen and have fun. Furthermore, children are judging risks for themselves, for example, as they proudly demonstrate how to carry a large stick, which is to drag it on the ground behind them.

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

Staff ensure that measures in place to promote children's health and safety are robust. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Potential hazards have been identified and addressed. Staff are clear of their

responsibilities to protect children from abuse. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are comprehensive in order to safeguard children. The provider and manager make sure that all staff are aware of their responsibilities to keep children safe. Parents are aware of a clear safeguarding procedure and the Local Safeguarding Children Board procedures. The provider and manager ensure that their own and staff members' child protection knowledge is kept up to date.

Regular quality checks and self-assessment lead to clear identification of targets for further improvement. The provider, manager and staff members use their experience and skills to ensure that the educational programmes are monitored effectively. Consequently, children are challenged effectively and make good progress. A current priority for improvement identified by the provider is to further develop the role of the Early Years Professional in supporting staff to ensure continued high standards for promoting children's care and learning. The choice of resources is good and toys are chosen for their quality and durability, as well as to meet the developmental needs of the children attending. Documentation required for the safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met and are well maintained and implemented.

The partnership with parents is good. Staff are fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Good communication between staff and parents means that children's care and learning needs are well met. Information provided for parents is thorough and includes a full range of policies that successfully reflect the ethos of the nursery. Feedback from parents on the service provided is obtained through the implementation of a questionnaire, and is used to review and improve practice. The nursery has established a parent partnership group that meets at least three times a year to discuss issues, such as news on the nursery, events and staffing. Parents are invited to join the group regularly. Effective links with other early years providers ensure continuity of care and learning.

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
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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	EY392964
Local authority	Warwickshire
Inspection number	913560
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	95
Number of children on roll	117
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	02/02/2010
Telephone number	01926643653

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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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