

# Woodland House Private Day Nursery

Beoley Lane, Beoley, Near Redditch, Worcestershire, B98 9an

## Inspection date

17/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

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

- Staff record detailed observations of children and use the information highly effectively to inform individual planning based on their interests and needs. This means that all children make rapid progress.
- The partnership with parents and carers is outstanding as there is a continuous sharing of information about children's progress and well-being throughout children's time at nursery. This means both staff and parents work closely together so that children make exceptionally good progress.
- All staff have a thorough understanding of the safeguarding policies and procedures. The management team ensures that these are rigorously implemented so that children are extremely safe.
- Staff teach children about making healthy eating and lifestyle choices, in which they involve parents so that this learning is embedded very effectively. Children are extremely happy and secure as staff give the utmost priority to their health and well-being.
- Highly successful systems to monitor and evaluate all aspects of the provision are consistently applied throughout the nursery, which means that children's needs are quickly identified and exceptionally well met.

## 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 four playrooms and the outdoor play area, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager, the area manager and the provider of the provision.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Woodland House Private Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Beoley area of Redditch, and is managed by Woodland House Private Day Nursery Limited. It serves the local area and is accessible to all children. The nursery operates from four main rooms and there are fully enclosed areas available for outdoor play.

The nursery employs 12 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 3 and 6. The manager has Early Years Professional Status. The nursery opens on Monday to Friday from 7.30am to 6pm all year round, with the exception of Bank Holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 62 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and receives support from the local authority.

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

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

- develop further the already high quality teaching and planning in order to provide even more outstanding provision for children so that they continue to make excellent progress in their learning and development.

## Inspection judgements

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

The four main rooms in the nursery are very well organised, colourful and welcoming so that children easily access all the toys and resources. This means they make independent choices and develop their individual learning styles. Staff use their daily observations of children to plan and adapt challenging and stimulating activities based around children's interests and needs. They know children very well as a result, which means they build each child's next steps in learning into all the activities and routines. Staff use their expert knowledge of how children learn to challenge children and continually build on their learning so they make rapid progress. They use sharply-focused assessments to obtain a clear overview of children's progress, which they share with parents. This means any gaps in learning are very quickly identified and addressed. There is a consistent, two-way flow of information between staff and parents about children's progress and achievements.

This means that they work very closely together to provide the best learning experiences and enable children to reach their full potential.

Parents are extremely well informed about children's learning, as each child's key person gives them detailed information about their child's day when they arrive to collect them. Staff help parents to support children's learning at home and there is highly effective sharing of information about how both parents and staff will build on children's progress and develop their interests. Staff invite parents and grandparents to attend monthly play workshops so they find out how children learn and can develop this at home. Staff encourage parents to share information about their children's achievements, which are displayed in the children's rooms. This provides discussion points through which staff develop children's communication skills and make links between home and nursery. Staff invite parents who are police or fire officers, dentists and vets to talk to children about their jobs. This informs children and provides them with first-hand experience which they use in imaginative role play.

Babies enjoy exploring a wide range of textures and exciting objects to make sense of their world. Staff encourage them to experience the feel of shaving foam or bubbles as they dangle their feet in the foam and practise blowing bubbles. Staff plan this activity so that children who are beginning to crawl are motivated to reach for the plastic tubes containing exciting, colourful objects. These are placed in the foam. Most children prefer the water activity and bubbles, so staff pour water into the foam tray to encourage them to explore this further, which they do. Staff adapt activities extremely well as they observe how children use them and what interests and motivates them. Continuous evaluation and reflection by staff on their practice means that they consistently challenge children so that they build on their learning and benefit from rich and varied learning opportunities.

Toddlers enjoy outdoor play and choose to ride bikes or build with large foam stones and bricks. They solve practical problems very well without needing to ask for help from their key person, who observes closely, ready to intervene if the child needs them. For example, a child on a bike does not have enough room to ride between the wall and an obstruction. Through trial and error, by moving first the obstacle, then the bike several times, the child perseveres and eventually rides the bike through the gap. Staff encourage children to try a range of solutions to problems so that they learn from their experiences and apply this in future contexts. All children are extremely well prepared for the next stage in their learning as a result. They develop their physical skills very well through the use of a wide range of equipment for climbing and balancing, and take part in many music and movement sessions.

Pre-school children explore their environment and learn about nature through their 'welly boot Wednesdays'. They walk through fields by a stream and feed the horses. Parent helpers are involved in these and other trips. Children are very imaginative in their use of paint and glitter, and enjoy speaking in front of the group to share their experiences. Staff question children very skilfully in order to extend their sentences and increase their vocabulary. Children are extremely confident and effective communicators. Staff teach them to recognise and write sounds and letters through their daily discussion about the day, date and weather. Children learn a wide range of mathematical skills through their cookery sessions, as they weigh and measure the ingredients. They are extremely well

prepared for school as all areas of learning are covered in great depth. Children with special educational needs and/or disabilities are very well supported through excellent partnership working with parents and other professionals. This means that they make very good progress and are fully included in the life of the nursery.

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

Children are extremely happy and secure as they form close bonds with their key person. Children and parents make their own choice of staff member for this role once the child is settled at nursery and they become familiar with all staff. Staff are extremely caring and reassure children with cuddles and comfort items if they are tired or upset. Children enjoy looking at photographs of their families and friends so they are comforted and remember happy occasions. Staff obtain daily information from parents about children's well-being so that their needs are extremely well met and are given the utmost priority.

Healthy and nutritious meals and snacks are provided for children, and staff teach them about making healthy choices in eating and self-care. The menus are very varied and are guided by children's enjoyment of particular foods. Recipes are shared with parents so that children may continue to enjoy their favourite foods at home. Staff ensure that all children benefit from daily fresh air and exercise at the nursery and on trips. Children are provided with all-weather clothing so they can still play outdoors on damp, drizzly days and enjoy playing in the snow. They manage risks safely in their outdoor activities.

Staff encourage all children to be independent in their self-care and play. Older children visit the bathroom independently, as the new building layout is planned to make this possible. They serve themselves at lunch time, pour their own drinks and help each other to put their shoes on. Babies find their own cups when they need them and access their toys at floor level so they are making choices. Staff teach children to be kind to each other and to share the toys and take turns. Pre-school children are asked to nominate a special friend who has done something kind. This is recorded in their progress records to share with their families. Behaviour is excellent and children enjoy chatting to each other and staff throughout the day. Staff build children's confidence through a sticker reward system and frequent praise so that they are encouraged to be resilient and try new things.

Staff manage children's moves to new rooms and their transitions to school with great sensitivity and care. Each child spends increasing amounts of time in their new room with their key person after the timing has been agreed with parents and staff. Parents are given detailed information about the new room and are introduced to their child's new key person. Children are shown where they will hang their coats and other details important to their daily routines so that they are happy and secure. Parents fill in a transition survey so that staff may make any improvements to the process. Staff monitor how each child settles after their move and continue to liaise with parents and relevant staff so that children's needs are exceptionally well met. Teachers from the school next door to the nursery visit children, and the nursery staff take children on visits to the school. This ensures they feel secure as they become familiar with the building and staff before they start. Staff ask teachers at other schools to send books showing photographs of the school and staff so that children attending these schools are given the same opportunities. They

share information about the child's progress and needs so that these continue to be met. Staff read stories to children about going to school and plan role play activities so they know what to expect and settle more easily.

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

Leadership and management are exceptionally well organised and highly effective in ensuring continuous improvement in all aspects of the provision. The management team monitors staff performance, planning and assessment meticulously. There are regular support sessions for all staff so that areas for improvement are identified and addressed. Sharply focused training, coaching or mentoring is booked as a result, which means that staff improve their knowledge and skills on an ongoing basis. The manager observes staff's practice and ensures they reflect on and evaluate this daily. She asks them questions relating to the Early Years Foundation Stage and why they have planned a particular activity and how it will be extended so that all children's learning experiences are continually improving. Staff have regular meetings to share ideas and evaluate the provision. This is extremely well documented and teamwork is highly effective in identifying areas for improvement. All staff work on an ongoing action plan for the nursery as a whole and also for each room. The self-evaluation process reflects the highly successful drive for improvement in the nursery. Actions leading to improvement in the three nurseries in the group are shared so that the whole group benefits.

Staff have a thorough understanding of the extremely effective safeguarding policies and procedures. They have attended recent training and the manager ensures that they implement this on a daily basis, as she quizzes them regularly on their knowledge and understanding. Safeguarding scenarios and information are included in staff meetings to increase staff's awareness so that they are clear about how to identify and report any concerns. The premises are very secure and staff are vigilant in their supervision of children. There are robust procedures for the collection of children, for the safe recruitment of staff and for fire safety so that children are safe at all times.

The views of parents and children are included in the self-evaluation process. Children are asked about the activities they enjoy or would like to take part in at nursery. Parents fill in surveys about the provision and may make suggestions for improvements. Parents speak very highly of the nursery and are extremely happy with their children's care and learning. There are excellent partnerships with the other settings which children attend. Staff use a three-way communication book through which to pass on messages between nursery, parents and the other settings. This means that children receive continuity in their learning and care. Staff work closely with many other professionals, such as a community nurse or an inclusion officer, in their support of children with special educational needs and/or disabilities. They share ideas, best practice and support with many other local early years providers, including schools, with whom they meet regularly and which the owner has been proactive in initiating.

The welcoming, highly motivated staff and happy, stimulating environment in the nursery provide children with an excellent start on which to build their future skills and learning.

The high expectations of staff and the involvement of parents mean that children maintain the highest levels of achievement over time and thoroughly enjoy their time at the nursery.

### **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

<b>Unique reference number</b>	EY456642
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	899186
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Woodland House Private Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01527 596868

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

