

Woodberry Day Nursery

63 Church Hill, WINCHMORE HILL, London, N21 1LE

Inspection date

17/06/2013

Previous inspection date

01/09/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 enjoy their time at nursery as they confidently access their bright and stimulating indoor and outdoor learning environments.
- Children are developing good listening and communication skills. They thoroughly enjoy interactive story-time sessions where they are able to assertively express their ideas.
- Staff provide children with secure and warm attachments, this is evidenced in the confidence of the children. Parents also comment on the effective key person system which they say provides them with reassurance.
- The manager, proprietor and staff team demonstrate a commitment to promoting good quality provision. For example, there has been considerable adaptation to the premises and the organisation of the learning environment since their last inspection. This supports a more accessible and inspiring environment for children.

It is not yet outstanding because

- Although children have good opportunities to be active and to develop many important physical skills they do not have equipment to support the development of specific skills that are necessary for climbing.
- Babies' personal care routines are not used as opportunities to promote stimulating experiences to further support their self-awareness.

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 children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of a lunch time session.
- The inspector talked with staff and held meetings with the manager of the provision.
- The inspector examined documentation including a representative sample of children's records, risk assessments, safeguarding policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Woodberry Day Nursery opened in May 2000; it is part of the Childbase Nurseries organisation. The nursery operates from purpose built accommodation and is situated close to transport facilities in Winchmore Hill, in the London Borough of Enfield. Children have access to four playrooms, two on the ground floor and two on the first floor. The downstairs rooms have direct access to outdoor play facilities. There are cloakroom amenities easily accessible on both floors. The nursery serves the local and wider community and is open all year round. The nursery is open Monday to Friday, from 7.30am until 6.30pm. Children may attend on a full or part-time basis.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. There are currently 113 children aged from one year to under five years on roll. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are 27 members of permanent staff working with the children alongside two full-time managers who are supernumerary. The nursery also employs a full-time chef, a part-time kitchen assistant and a part-time administrator. The manager holds a National Vocational Qualification at Level 3, there is one member of staff with Early Years Professional Status and the majority of all other staff have relevant early years qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children to use climbing apparatus to further support their overall physical development
- develop babies' self-confidence and self-awareness further by improving their nappy changing experiences, for example, by providing toys and materials for them to hold and explore during changing times.

Inspection judgements

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

Children are making good progress overall across all seven areas of learning. Staff plan an interesting and challenging range of experiences and activities around children's interests. The impact is that children are happy and fully engage in their learning as they confidently

make choices about their play. Discussions with staff demonstrate that they know their key children well. They competently track children's individual progress using the Development Matters in the Early Years Foundation Stage guidance. This guidance supports staff to effectively monitor children's developmental milestones and plan successfully for their progress. Staff have confidently initiated the progress checks for two-year-olds and are involving parents within these processes. There are good procedures in place to work in partnership with parents and outside professionals to initiate appropriate support for children with additional needs. This enables all children to make good progress given their starting points. Children who speak English as an additional language have their home languages valued in the provision. Staff work with parents to record key words in their home language so that these can be used with the children in the nursery.

Children are developing successful independence skills. Even the youngest babies are able to make decisions about whether they want to play outside or inside the nursery. Staff organise accessible and inviting environments for children which encourages them to make choices and explore through their senses. For example, babies are delighted to explore water, sand and painting activities which offer them opportunities to feel different textures, explore different smells and to also observe the different properties of the materials. Older children are developing valuable self-care skills as they take responsibility for serving their own food and delight in helping staff to get the environment ready for lunch. However, staff do not use personal care routines such as changing nappies to further promote children's self-awareness and learning. For example, these areas are not inspiring, there are no mirrors, mobiles, toys or books for babies to hold, to enable staff to talk with babies about what they can see and encourage further opportunities for self-exploration.

Children are excited to share their news about what they have been doing over the weekend during their relaxed lunch time session. They confidently discuss special events such as attending a birthday party and going to the park with their parents. Staff encourage these conversations while also reminding children of the importance of listening to everyone's news. Staff effectively challenge children's thinking as they ask open questions and demonstrate good listening and speaking skills with the children. The impact is that children are confident speakers. Older children are developing good literacy skills. They are able to write their names independently and know that print carries meaning. The sharing of stories and the handling of books is promoted effectively throughout the nursery. Younger children know how books work as they sit independently and turn the pages of the book showing respect as they handle them sensitively. They are delighted when staff agree that they can take favourite books home to share with their parents.

The oldest and youngest children in the nursery have good opportunities to access outside play as they have gardens that directly lead off their rooms. This provides them with successful opportunities to engage in active play and enjoy the freedom of making a choice about where they want to be. Children accommodated on the first floor also have regular opportunities to play in the garden as staff ensure that they are given these choices throughout the day. Children are developing many competent physical skills as they enjoy running, riding bikes, and learning ball skills such as throwing and catching. Children benefit from weekly sports coach sessions which are delivered by a qualified

coach. Fathers are invited into the nursery for the morning to enjoy these fun physical sessions which are put on to celebrate Father's day. Discussions with fathers demonstrate that although this event is only held once a year, they really enjoy having fun with their children. They say 'its great to take time out and discover what children are learning. The staff do a really good job.' Staff organise the outside environment very well ensuring that children have access to resources to support their learning across the seven areas, for example, children can access books, mark making, creative activities and resources to promote mathematical ideas. However, since their recent refurbishment of the nursery environments they have taken away children's access to climbing equipment. Therefore, children do not have opportunities to use equipment to promote all aspects of their physical development.

Partnerships with parents are clearly valued as staff ensure that parents are involved in children's ongoing learning. Staff encourage parents to record observations of children's interests at home so that these can be followed through within the nursery. For example, following a child's recent trip to visit a historical castle, staff planned an activity for them to make their own castles with recyclable materials. The impact is that children are motivated in their learning and clearly persevere with these tasks that interest them. Discussions with parents demonstrate that they are confident of the roles and responsibilities of the key person. Overall, they demonstrate high levels of satisfaction with the care and learning opportunities their children receive. Parent's comments include, 'communication is very good, the staff have been phenomenal in supporting my child's individual needs. My key person is always on the end of the phone if I need to call her about something during the day,' and 'we are really happy with the nursery our child is always happy to attend and has a fantastic bond with his key person.' Many parents also comment on their children's improved confidence and independence since attending nursery.

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

Children are settled and happy as they enjoy the successful and warm bonds that have been established with their key person. Babies demonstrate that they feel safe and secure as they contentedly drink their bottles of milk while having a cuddle from their key person. Staff have created wonderful hand-made books in partnership with parents, these include photographs of the babies families. These excellent resources value the home backgrounds of the families and provide reassurance for babies as they can access these during the day. Babies individual needs are prioritised as staff successfully follow their home routines. This means that they sleep and eat when they are ready rather than fitting into a rigid nursery routine. This also enables staff to spend individual time with babies as some sleep while others are awake and ready for play. Older children also demonstrate secure attachments as they seek out their key person to share with them a model they have built or a picture they have created. They show high levels of independence as they initiate their own play and confidently move around their indoor and outdoor environments.

Staff are well deployed in the nursery as they successfully follow children's interests and

move around the environments so that children are always effectively supervised. Staff maintain good ratios of adults to children, this further supports the overall management of children's safety in the provision. Children are developing a good understanding of keeping themselves safe and managing risks. For example, they do not need prompts to pick up resources that have fallen on the floor as they do this automatically. They are able to express 'someone might trip on these.' When helping to prepare the tables for lunch children know that some of their friends have special dietary requirements and these foods are prepared on a special coloured plate. Staff discuss with them how some foods can be harmful to others because they are allergic so they need to take care that foods are not shared. Children follow good personal hygiene practices as they know why they must wash their hands before eating and after visiting the bathroom. Visual reminders in the bathroom also help to reinforce these positive practices.

Children enjoy healthy home cooked meals and snacks which are prepared by the full-time chef. They confidently inform the inspector that they love spaghetti bolognese which is on the menu today. Children can express why they need to eat healthy foods because they say this helps them to grow big and strong. Staff reinforce positive messages around the importance of having a healthy diet and taking exercise. Children are developing polite and co-operative behaviour as they pass the food containers to their friends when they have finished so that they too can help themselves to food. They say please and thank you and confidently request to have second portions. Children are delighted to receive praise from staff for a job well done or for helping a friend. The impact is that children are developing valuable social skills including desirable behaviour which in turn supports the skills needed when they move onto school.

Children benefit from a stimulating and generally well-resourced learning environment. This supports their overall independence and their confidence in accessing resources that support their developing skills. Children are well prepared for their next stage in learning because staff have established positive relationships with local schools that children move onto. Within the main foyer of the nursery staff have printed off the Ofsted reports for local schools for parents to review. There is also information leaflets giving parents guidance about how to prepare children for their move to school.

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

The management team has a good overview of the educational provision offered to children. They have developed effective systems to monitor the quality of learning within the provision. For example, managers regularly spend time in the rooms to observe practice and to give feedback to staff. This feedback provides praise for good practice observed; while also offering guidance on how to possibly improve. This enables staff to continually reflect on their practice and to also discuss possible training opportunities for the future to develop their skills. All staff attend regular supervision meetings and twice yearly appraisals where they can discuss their professional development. Managers also implement effective systems to tackle underperformance; this in turn sends clear messages to staff that high quality provision for children is a must. Managers oversee

planning and assessment systems to monitor the impact these are having on children's learning while also ensuring that staff are keeping these records up to date. These successful systems support all children to make good progress in their learning given their starting points.

Managers and staff demonstrate a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are vigorous recruitment and vetting procedures in place to help ensure that staff have the required experience, skills and knowledge to work with young children. All staff must have suitability checks completed and provide evidence of their qualifications prior to working with children. Staff are very clear of their roles and responsibilities to safeguard children. They confidently discuss the procedures they would follow if they were concerned about any of the children's welfare. Safeguarding policies and procedures are displayed for both staff and parents within the nursery. Staff prioritise children's safety within the provision. They maintain a safe and secure environment for children which is regularly assessed for potential risks.

The nursery provides good quality care and learning for children. This is supported through a continuous approach towards improving practice in the provision. All staff, parents and children are involved in regular discussions about how things can be improved upon in the nursery. More recently there have been lengthy discussions about removing some of the car park to create a bigger outside play space for children. Managers are continually reviewing their practice through their own internal audits for health and safety and for care and education. These positive practices support a strong commitment to promoting quality practices in this provision. Discussions with parents demonstrate that they feel valued. They say that staff are extremely approachable and will always make time to listen and give advice where appropriate. Some parents discuss their positive involvement in parents' forums where they have an additional opportunity to have their views heard and to listen to future ideas about further development of the provision. Staff have established professional partnerships with outside agencies to support children with special educational needs and/or disabilities. Staff value the guidance they receive and initiate the required interventions effectively to support children to make progress within the nursery environment. The provision has also established important partnerships with local schools in order to help support smooth moves for children when they move onto school.

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

Unique reference number	135424
Local authority	Enfield
Inspection number	909058
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	113
Name of provider	Childbase Partnership Limited
Date of previous inspection	01/09/2010
Telephone number	020 8882 6917

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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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