

# Woodlands PDN

194 Duffield Road, DERBY, Derbyshire, DE22 1BJ

<b>Inspection date</b>	11/06/2013
Previous inspection date	24/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The staff team create a safe and welcoming environment where children have fun because they feel confident and secure, so enjoy learning through play.
- Children are happy, motivated and eager to learn. They make good progress with their learning in all areas.
- Well-established systems for monitoring and evaluation means that the manager is able to identify areas for improvement and take appropriate action.
- Effective partnerships with parents means there is a united approach to meeting individual children's needs, ensuring that they make good progress.

### It is not yet outstanding because

- Children's play in the pre-school is interrupted several times throughout the day by changes in routines. As a result, they are not given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.
- Staff do not always promote the use of information and communication technology resources to help children understand how things work and enhance their learning and skills in this 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 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 held discussions with the manager, the human support officer and spoke to the staff, children and parents.
- The inspector observed children in their play, focused activities, outside and at meal times.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment learning journal records, and individual planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Woodland PDN opened in 1991 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from two building on Duffield Road, in Derby. The nursery is open Monday to Friday from 7.30am until 6pm. All children share access to an outdoor play area. The nursery serves the local community and surrounding county areas.

There are currently 372 children on roll, of whom all are in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 33 staff who work full time or part time with the children. All staff hold appropriate early years qualifications at level 4, 3 and 2. The nursery 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:

- review pre-school's routine, to ensure children's play is not always interrupted and enables them to pursue and revisit activities to complete them to their satisfaction. Pay particular attention to group and snack time and outside play
  
- promote the use of information and communication technology resources to help children understand how things work and enhance their learning in this area.

## Inspection judgements

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

Children are happy and contented in this friendly and stimulating nursery. Staff have secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Framework. They effectively obtain information from the parents about the children preferences and capabilities. This information along with the nursery's initial observations and assessments are used to form the children's starting points. As a result, children settle quickly into the nursery because the staff can plan effectively for children's interests from the start. Staff continue to teach, observe and assess children while they play. They efficiently use the information they gather and

identify children's next steps and inform planning. Staff track children's achievements, which enables them to identify any gaps in children's learning quickly and successfully complete the 'progress check at age two'. As a result, children are making good progress towards the early learning goals. Children with special educational needs and/or disabilities and also children who speak English as an additional language are wholly included and make good progress given their starting points. Staff adapt their interactions to support children who speak English as an additional language. Visual timetables, dual language books and displays of pictures and words in children's home languages further contribute to their inclusion and ongoing progress.

Parents are involved in their children's learning from when they start at the nursery. Staff talk to them at drop off and pick up times. Staff complete regular summary reports of children's progress, so that parents are informed about the achievements their children have made. Parents have opportunities to look at their children's learning records, which are detailed and contain observations, children's work and photographs. Staff offer parents time to discuss their children's progress at parents' evenings or when it is convenient for them. To develop further the parent involvement of their children's learning, key persons provide suggestions of work the children can do at home. Parents communicate to key person any achievements the children have made at home. As a result, both parties are meeting the learning needs of the children effectively.

Staff interact positively with children and are fully committed to their learning; they talk and play with children skilfully and efficiently. Teaching in the nursery is good and developmentally appropriate. Children throughout the nursery are active and really enjoy their learning. Children are making good progress in their learning and development with the support of staff and through an exploration of a wide range of activities and experiences. They are motivated by staff who show their own enthusiasm during activities, offer plenty of challenges to children and reward them with lots of praise and encouragement. Children concentrate and listen to instructions and independently choose their play. They are engaged and show curiosity. However, the children's play in the pre-school room is interrupted when the children have to stop to go into work groups, have snack and go outside. Children tidy away the toys they have been playing with. As a result, the children are not given sufficient time to pursue their learning without interruption, to complete or return to their activities to their satisfaction.

The outside environment is a wonder for children, with many areas for them to explore and develop their curiosity. Children can look after 'Alfie' the rabbit, dig in the digging area, investigate what's in the play shed, grow vegetables, and play on the adventure equipment. Children enjoy their time outside. Younger children balance and use the tunnel effectively, and older children practise their physical skills for 'Sports Day'. For example, they skilfully complete egg and spoon races and run around obstacles. These activities help children to cooperate with their friends as well as promoting their physical development. Children are learning well about the natural world as they watch the effects of the wind chimes moving. Throughout the nursery, there are resources to promote information and communication technology, including cause and effect toys, such as press buttons musical toys, remote control toys, cameras and computers which are accessible for the children to use. However, staff do not always promote the use of these toys and resources to help them understand how things work and enhance their learning this area.

Children in the younger rooms are motivated, as enthusiastic and passionate staff support them. Staff acknowledge the sounds and gestures of the younger children very well. They introduce vocabulary and ask questions that encourage their language skills. Babies display confidence in their surroundings, and as they make choices from the play materials that arouse their interest or curiosity. They learn to pull themselves up and are inspired to crawl through tunnels, to help their physical development. They have sensory experiences, such as optic lights and bubble tubes and thoroughly enjoy feeling and exploring the textures of the treasure baskets. These help the babies to learn about the world around them. Toddlers are actively involved in their singing. They make actions and march with excitement as they sing 'The Grand Old Duke of York', which aids their language and physical skills.

All children explore a good variety of books, which are set out in a way that ensures children develop independence in making selections of their own. Staff promote stories well. For example, children love listening to an ever popular story about going on a bear hunt and thoroughly take part in repeating the actions well. Staff provide opportunities for children to predict the story and recap the sequence of events skilfully. Children enjoy making marks and use a variety of tools to help develop their handling skills. For example, chunky chinks, play dough tools and paintbrushes. In pre-school children use pencils and crayons and are successfully writing their names and drawing recognisable pictures. These help the children to begin to develop their early writing skills effectively. Staff provide activities for children to learn early mathematical skills by using everyday opportunities, such as at meal times they count the children and compare sizes while playing in the sand. Staff further promote these skills as the children use scales to recognise numbers and weigh ingredients as they are involved in baking activities. These skills will help children in their preparation for their next stage in education, which is normally school.

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

Positive settling-in procedures effectively support children in successfully moving into nursery life. Staff demonstrate very good care practices which ensure all children, especially very young children, make secure emotional attachments. Each child has an assigned key person and they show strong attachments are in place as children turn to their key person for support and cuddles. All staff display sensitivity when interacting with children and this ensures children feel safe and valued. Staff are good role models and consistent in their expectations and offer children lots of praise and encouragement for behaving well. They use clear, age-appropriate ways of managing behaviour. This helps children to learn to control themselves effectively and safely. Also, this supports children to form good relationships with others as they learn to take turns and play well together. Children are well behaved and they know the routine and structure of the day as well as the rules and boundaries. For example, older children readily help to tidy away the toys before lunch. Children readily share and take turns when required and show care and concern for each other.

Children are busy, happy and demonstrate a strong sense of belonging. There is a wide

range of activities and resources accessible to children indoors which promotes learning in all areas. Children's artwork is on display indoors, together with educational posters and labelling on resources to provide a stimulating and print rich environment. Staff plan activities that promote children's awareness of difference and celebrate special events in children's home lives. For example, they celebrate Chinese New Year by making dragons and enjoying Chinese foods. Children who are learning English as an additional language also make good progress. Staff ask parents for words in children's home languages which they use during the day. Consequently, children feel comfortable talking to each other in their home languages, during play. Their home languages are valued and represented in the nursery and they feel safe and secure as a result.

Children's good health is promoted because they are provided with nutritious meals, prepared by the nursery cooks. Children eat well as they help themselves to fresh fruit at snack time and hearty meals at lunchtime. Children understand about hygiene practices from an early age, washing their hands before meals and after toileting. Children increasingly take responsibility for preparing snacks and laying the tables for meals. The older children serve themselves lunch and thoughtfully pass dishes to their friends. Children and staff sit together at meal times, chatting and enjoying the social occasion. Staff are growing fruit and vegetables with the children, which will enhance their understanding of healthy eating. The staff take great care to accommodate individual dietary needs and to ensure children only receive the correct meals. Children develop a good understanding of a healthy lifestyle as staff provide them daily opportunities for fresh air and exercise.

Children develop a good range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they have to wash their hands before they eat. Older children readily put their coats and shoes on before they go outside. Children play and learn in a safe environment as staff complete a range of safety checks including completing a risk assessment for each outing. Staff deploy themselves well to ensure that children are supervised and kept safe in both the indoor and outdoor environments. Children learn about the importance of keeping themselves safe through discussions and they regularly participate in the nursery emergency evacuation procedure. As a result, they are able to manage their own safety confidently.

Arrangements for children who move on to school are robust. Staff invite teachers from local schools to visit the provision and also visit the schools themselves, before children leave the provision. This helps to give teachers an understanding of children's development and provides children with a familiar face that helps them to settle when they first start school.

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

Management and enthusiastic staff team work very well together. They support each other, ensuring that they all fully understand their roles and responsibilities. Robust recruitment procedures and staff selection are in place and new staff go through an

induction and a three month induction trial period. Staff undergo full checks to confirm their suitability. The staff show a good understanding of how to maintain the safeguarding and welfare requirements and children's safety is given high priority. Effective procedures ensure that staff identify and reduce risks to children. For example, the entrance door is closely monitored during arrival and departure times. Daily risk assessments are consistently completed and comprehensive risk assessments are in place, which cover the indoor and outdoor environment and trips out of the nursery. Accident and medication procedures are effective. All staff are all fully aware of the nursery's comprehensive policies and procedures. This helps to promote children's ongoing safety and welfare. They meet regularly as a team to discuss aspects of the provision to promote consistency in their approach. Management and staff have a secure knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

The management team are motivated to drive improvement and continually develop the service they provide. The nursery has taken positive steps to address all the recommendations made at the previous inspection, which shows their drive to improvement. Management monitor nursery practice through well-established procedures and use the guidance document Development matters in the Early Years Foundation Stage effectively to ensure children's learning needs are met. Children with special educational needs and/or disabilities and also children who speak English as an additional language are given targeted support to reach their potential. This is done as inclusively as possible and staff communicate well with parents and other involved professionals to provide consistency and cohesion. They make sure staff have the required professional knowledge to effectively support children's learning by supporting their attendance at training, for example, about planning, observation and assessment.

The manager has effective procedures in place to help her reflect on and evaluate all aspects of the nursery. Staff are involved in developing the nursery. For example, they discuss and help complete the nursery's self-evaluation. These include questionnaires from parents and the views of the children. This enables her then to put in place an action plan on any areas requiring improvement. The manager and staff constantly review arrangements and implement new ideas with the aim of improving the nursery for the children attending. They have identified the need to improve the book areas throughout the nursery and have involved all staff in designing the new areas. This improvement will help children to enjoy books more and understand the pleasure they may bring. Staff have also completed training to extend their understanding of how best to support learning in the outside environment. Regular staff supervision and appraisal identify and support staff's professional development. As a result, staff feel valued by the management, so they are enthusiastic, motivated and morale is high.

Information displayed in each room and the reception area is detailed and informative about both the care and learning aspects of children attending. Secure partnerships are in place with other agencies and settings the children attend to ensure continuity of children's care and learning. Evaluations take into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued and considered. Strong partnerships with parents are in place to underpin good continuity of care for children. Parents make many positive comments about the nursery. These include 'the brilliant care'

offered, 'the amazing staff team' and how happy their children are in 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>	509204
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	896248
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	118
<b>Number of children on roll</b>	372
<b>Name of provider</b>	Suzanne Pratt
<b>Date of previous inspection</b>	24/03/2009
<b>Telephone number</b>	01332 346878

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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.

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.

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