

# Wooden Tops Day Nursery

Park Lane Centre, Park Lane, TELFORD, Shropshire, TF7 5QZ

<b>Inspection date</b>	08/07/2013
Previous inspection date	06/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Prompt action is not taken to notify agencies with statutory responsibilities, such as the local authority designated officer (LADO) and the Disclosure and Barring Service, when an allegation is made against a member of staff, to ensure the safety and welfare of children.
- The safeguarding children policy and procedures do not support staff to protect the welfare of children and take appropriate action, with specific regards to the procedures to follow when an allegation is made against a member of staff.
- Opportunities are not fully maximised by staff to encourage older children to share their thinking and ideas and for all children to share and learn about the faiths practised by their families within their own homes.

### It has the following strengths

- Staff work closely with parents to ensure children are motivated and eager to learn. This results in children making good progress in their learning and development given their starting points.
- The recruitment and vetting of all staff ensures children are cared for by suitable and committed staff, who seek to continually improve their practice and the experiences for children.

## 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 all four playrooms and completed a joint observation with the deputy manager.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning, safeguarding procedures and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records, the nursery's self-evaluation and a range of other documentation.

## Inspector

Dianne Sadler

## **Full Report**

### **Information about the setting**

Wooden Tops Day Nursery was registered in 2006. It operates from the children's centre premises in Woodside, which is a suburb of Telford. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery uses a self-contained area of the building comprising four purpose-built rooms and an enclosed outdoor play area. The nursery serves the local area and is accessible to all children.

The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and 3, including one member of staff with Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 119 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority.

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

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

- ensure the practitioner designated to take lead responsibility for safeguarding children, is confident about the procedures to follow when an allegation is made against a member of staff. Ensure action is taken to notify agencies with statutory responsibilities, such as the local authority designated officer and the Disclosure and Barring Service, without delay
- improve the policy with regards to the procedures to follow when an allegation is made against a member of staff by, for example, including the guidance as detailed in the 'Working Together to Safeguard Children' document about when to make a referral to the local authority designated officer and the Disclosure and Barring Service.

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

- encourage older children to share their thinking and value their ideas and ways of doing things
- strengthen the positive impressions children have of the faiths practised by their own families by recognising and sharing their special religious events and traditions.

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

Staff plan interesting and challenging activities and experiences that meet the individual needs of all children well. The stimulating and richly-resourced environment encourages children to investigate and develop their own ideas, both indoors and outdoors. As a result, children are motivated and well prepared for their next stage in learning. For example, young children enjoy the sensory experience of exploring different media and materials, such as 'gloop'. Staff share the fun of discovery with them and successfully develop their communication and language. For example, during the activity staff give children a running commentary about what they are doing and introduce descriptive words, such as 'sticky'. This results in children listening intently and maintaining their focus.

Many resources and planned experiences support children to explore what makes them unique and what connects them to others. For example, some children are learning about the celebration of Ramadan, practised by people of the Muslim faith. While exploring Ramadan some children develop their creative and physical skills as they make art pictures by flicking paint and link colours to the environment outdoors. However, this is not

consistently planned for all children. Therefore, there is scope to enhance all children's learning about the faiths practised within their own homes.

Staff have high expectations of all children based on clear and accurate assessment of their emerging skills. They observe children at play every day and clearly record their findings in each child's individual development folder. Staff engage well with parents and enable them to be fully involved in their children's learning. For example, parents complete an informative 'Starting points' booklet, which clearly shows what children already know and can do as they enter the nursery. Staff use all the information to assess the good progress children are making and to identify their next steps in learning. This information is recorded each term on a form known as the 'plod' (possible lines of development) and shared with parents, who are encouraged to record their comments. This keeps parents well informed about their children's learning and supports them to continue their learning at home.

All children develop their mathematical skills and are encouraged to think for themselves. For example, younger children enjoy quietly exploring jigsaw puzzles after tea and are encouraged by staff to consider and name different shapes. When some children struggle, staff support them well by giving them time to think and by drawing the shapes in the air with their fingers. This results in children persisting and showing satisfaction as they proudly announce 'It's a circle'. Staff introduce older children to mathematical concepts while playing in the sand and exploring rubber tyres. For example, some children consider whether a bucket is half full while others tell staff that the tyre is heavy. However, older children are not always encouraged to share their thinking and express their ideas for doing things. For example, when an older child demonstrates his wishes to bring a chair outside, staff do not fully support the child to explain why he wants the chair and what he is going to do with it. All children show curiosity for objects and new people in the environment. For instance, some children confidently approach visitors and show an interest in technological items, such as a laptop. They show interest in the numbers and letters and successfully identify letters linked to their names. This develops children's skills for reading and writing.

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

Children's well-being is not protected as staff do not demonstrate a sufficient knowledge of the safeguarding procedures to keep children safe. Nevertheless, staff provide children with lots of opportunities to learn how to manage risks and develop a positive attitude towards a healthy lifestyle. For instance, staff discuss with children the importance of using sun cream and wearing hats while playing outdoors. This helps children learn how to keep themselves protected while playing in the sun. Staff enable all children to access drinks throughout the day when they feel thirsty and provide children with exciting activities to keep themselves cool. For instance, children have great fun splashing and running in and out of the paddling pool, while ensuring the safety of others. This encourages children to take sensible risks as they successfully adjust their speed and direction to avoid bumping into each other. They are supported well by staff to develop their self-care skills as they attempt to put on and take off their shoes and socks.

Younger children thoroughly enjoy exploring the stimulating outdoor play area with older children throughout the day. They all benefit from accessing an allotment area where they enjoy growing items, such as herbs and flowers. Older children demonstrate friendly behaviours towards younger children, initiating conversations and supporting them to achieve their chosen task. For example, an older child helps a younger child scoop sand into a bucket and both watch intently as the sand trickles through their fingers. All children are learning to share, take turns and explore a wide range of interesting resources safely. For example, children cooperate well with each other while investigating large rubber tyres. They consider how to play with the tyres, deciding to jump in and out of the tyres and attempt to roll the tyres one to the other. This develops their physical skills and encourages children to work together to find new ways of doing things.

Children and their families enjoy a smooth transition from home into the nursery. The key person takes time to gradually get to know the children, their parents and their lifestyles. This ensures trusting relationships are developed and allows children to settle in their own time. Children are also supported well to manage the new experience of moving from one playroom to another. Staff ensure all children have lots of opportunities to play with each other and be familiar with all staff in the nursery at times, such as playing outdoors. This ensures children develop the skills needed to embrace new experiences with self-confidence.

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

The nursery is run by a voluntary board of directors, with a manager, deputy and office administrator who are responsible for the day-to-day management of the nursery. The inspection took place following information received from Ofsted that the nursery was not meeting some of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This includes the safeguarding practice within the nursery, the safeguarding policy and the general suitability of staff. The inspection found that two safeguarding and welfare requirements are not being met. The practitioner, who takes lead responsibility for safeguarding children in the nursery, did not take swift action to notify the local authority designated officer (LADO) and the Disclosure and Barring Service when an allegation had been made against a member of staff. In addition, the nursery's safeguarding policy and procedures do not support staff to take appropriate action when they are unsure what to do. For example, the policy does not include information as stated in the government's statutory guidance 'Working Together to Safeguard Children', such as making a referral to the local authority designated officer (LADO) and the Disclosure and Barring Service without delay. This results in children's safety and welfare not being protected.

Arrangements for the recruitment and vetting of staff are secure. All required checks are obtained to ensure all staff and students working with children are suitable. Clear and effective induction procedures ensure staff and students are closely monitored and understand the policies and procedures that are given to them. This results in children being cared for by staff who are confident and who understand what is expected of them. Children are well supervised throughout the day and thorough risk assessments ensure

they enjoy a safe and secure environment.

All staff demonstrate a strong knowledge and understanding of how children learn and develop. The progress children are making is closely monitored by staff and the management team. This results in children being supported to make consistently good progress in their learning and development. Staff work closely with parents to ensure they are fully included in the running of the nursery. For example, some parents are on the board of directors and, alongside a variety of professionals, can share their experience and knowledge. Parents access all policies and procedures, some of which are displayed on the safeguarding notice board. This keeps them well informed of the organisation within the nursery. Discussions with parents demonstrate they are very happy with the care and learning opportunities provided for their children. They comment on the skills their children are developing for communication and language and feel well informed about the progress their children are making. They particularly benefit from the books of photographs displayed outside each playroom, which detail what children have particularly enjoyed doing.

All staff benefit from regular supervision sessions, annual appraisals and a programme of ongoing training. Managers work alongside staff in the playrooms, which enables them to effectively observe both the educational programmes planned by staff and the impact on children's learning. This promotes a culture of mutual support and good teamwork. All staff demonstrate a commitment to improving their practice and the experiences provided for children. Both recommendations from the previous inspection have been improved upon and targets are set for future development within the nursery. For example, staff are eager to involve teenagers in the nursery to further promote the good partnerships that already exist between the nursery and the local community. Staff ensure self-evaluation takes account of the comments and views shared by parents and they carefully consider any changes that may need to be made. For example, to support parents who feel nervous about their children taking risks when outdoors, photographs are displayed showing children being well supervised while safely climbing a ladder.

### **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>	EY334503
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	925674
<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>	87
<b>Number of children on roll</b>	119
<b>Name of provider</b>	Wooden Tops Day Nursery Limited
<b>Date of previous inspection</b>	06/11/2009
<b>Telephone number</b>	01952 583711

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

