

Woodlands Day Nursery

1 Park Road, Birstall, LEICESTER, Leicestershire, LE4 3AX

Inspection date

28/08/2013

Previous inspection date

23/02/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 3

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 3

The quality and standards of the early years provision

This provision is satisfactory

- Children's emotional security is addressed effectively, beginning with a well planned settling-in procedure, so that children are settled and happy.
- Staff understand how to promote the health and safety of the children in their care. Safeguarding procedures are secure. As a result, children are appropriately cared for and protected.
- Children enjoy opportunities to have fresh air and use the gardens. Here, their physical skills are fostered well and they learn that exercise is an important part of good health.

It is not yet good because

- The delivery of the educational programmes and the ongoing assessment process are not consistently delivered across the setting. As a result, some children's individual needs or the level of challenge offered do not fully match their learning needs.
- Procedures to monitor the effectiveness of the planning and the quality of teaching are not always sufficiently rigorous. This means that children make satisfactory, rather than good, progress.
- There is scope to improve older children's concept of time, for example, through the use of sand timers, to enable them to manage turn taking independently.
- Words that represent children's home language are not displayed within their playroom, therefore, not all parents and children are always fully included.

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 practice and interaction between the staff and children in the indoor and outdoor areas.
- The inspector spoke with staff, management, the owner and parents at appropriate times during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childcare.
- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documentation, including staff suitability records and qualifications, policies and procedures and children's developmental records.

Inspector

Alex Brouder

Full Report

Information about the setting

Woodlands Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted residential property in the Birstall area of Leicestershire, and is managed privately. The nursery serves the local area and is accessible to all children. It operates from playrooms and associated toileting facilities on the ground and first floors and there is a fully enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 152 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure assessment is linked to the planning of activities in order to consistently provide all children with activities that are fully matched to their learning needs
- provide challenging and enjoyable experiences for all children by: improving the consistent use of appropriate teaching strategies that take into account the different ways children learn.

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

- develop performance management procedures further to ensure that the planning and quality of teaching are consistently monitored so that children make good progress
- recognise and equally value all languages spoken and written by parents and children, to support children's identity and sense of belonging
- further support older children's opportunities to explore their understanding of time, for example, through the use of sand timers and clocks.

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

Staff are continuing to develop their knowledge of the revised Statutory framework for the Early Years Foundation Stage in order to guide the development of children's capabilities. As a result, children are making satisfactory progress in their learning and development, in readiness for school. Staff seek information on children's learning and development through an initial 'interview' with parents to enable them to plan appropriately for children's individual needs. This is used as a starting point for children's learning with ongoing observational assessment to identify children's interests, different learning needs and physical abilities in order to track their progress. Overall, the quality of teaching is satisfactory and at times, good. However, the lack of consistency in the planning and assessment of children means that opportunities to build on, and extend children's learning are sometimes missed. As a result, children are not always provided with challenging activities that are fully matched to their learning needs. For example, although staff observe children during their play, these observations do not consistently reflect all areas of learning. As a result, children's next steps are not always effectively planned for using what staff know children can do. Despite this, overall, activities and play opportunities support children's interests ensuring they are continually engaged and enjoy

their time at the setting. Staff know children well and understand the age and stage of development of their key children to ensure that resources offered mostly reflect their interests and skills. Parents are encouraged to share what they know of their child's learning from home in order to inform their progress at the setting and regular ideas are shared with them in order to extend children's learning at home. Staff have developed appropriate systems to enable relevant assessments to be made to inform the required 'progress check at age two', and these are shared with parents. In addition, staff work closely with schools which children will attend and parents, helping prepare children to be ready for their move onto school.

Children's opportunities to explore and initiate their own learning and ideas are good. For example, when outdoors, children who want to dig and look at mini-beasts can do this easily through the range of tools and equipment. This promotes their independent play and their understanding of the world as they look at and talk about what they find. Children's independence is encouraged in many ways; for example, staff encourage older children to put on their own painting aprons without support and tidy away their toys when they have finished playing. These developing independence skills help to prepare the children for school readiness. Children are content and settle well into the routines of the setting. Overall, they are developing into confident communicators in line with their abilities. For example, older children converse easily and efficiently with staff, peers and visitors to talk about what they are doing, whilst younger children show they understand what is asked of them, for example, as they hand a member of staff a beaker when asked. Staff are beginning to support children's development in spoken English by ensuring they know their home language. However, opportunities for children to view print in any language other than English is limited. As a result, children, particularly those who have English as an additional language, have fewer opportunities to share differing parts of their lives with their peers, in order to enhance their sense of identity.

Physical development is a strength of the setting. There are many opportunities for children to develop these skills both indoors and outdoors. For example, babies are able to practise their mobility skills as they pull themselves to standing on well-placed equipment indoors and outside, cruising along fixed fences or scooting through the tunnels. Older early years children handle and use a range of tools and equipment, such as scissors, spades, logs and magnifying glasses, enabling them to comment on what they see and do. They show great excitement as they help a member of staff lift the logs in the garden, squealing with excitement as they find woodlouse and centipedes. Staff use this opportunity to explain about caring for creatures and remind children of the importance of returning the mini-beasts to their 'home' and to be 'gentle' with them. This helps children to be aware of taking care of living things. Children begin to understand the concept of time as they recall past events, such as holidays they have been on. However, there is scope to improve older early years children's concept of number and time, for example, during turn taking with wheeled toys, through the use of sand timers or clocks. They learn to balance, climb and move using a range of play equipment which contributes to their health and well-being.

Overall, children learn about early mathematical skills appropriately. Staff working with younger children comment on the lines they draw on the chalk boards, using words, such as 'long' and 'short' to introduce them to words that reflect their actions. Children sing

songs that link to number, such as 'five little ducks' and 'one, two, three, four, five' supporting their understanding of addition and subtraction. Messy play enables children to learn about shape and capacity, for example, as they use buckets and moulds in the sand and cut out pieces of magazines to stick onto paper, commenting 'this is bigger than yours' when comparing what they have done to their peer. Children love to be creative and engage in a range of activities that enable them to use their imagination as they do so. For example, older early years children have a 'creative' area in which they can freely use large boxes and materials to make their own designs, cut and stick and draw and paint. Younger children participate in planned creative opportunities to enable them to express themselves creatively. Examples of what children have created are displayed in and around the setting, contributing to their sense of belonging.

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

Children's gradual introduction to the setting and their key person supports their transition from home. Staff gather pertinent information on children's care and learning needs before they begin at the setting, enabling staff to tailor the environment to suit their individual needs. As a consequence, children settle quickly and easily into this welcoming setting. Children's transitions from one room to the next are well supported through gradual visits with the key person, enabling them to build their confidence with familiar adults, resulting in a stress free transition. In addition, relationships have been developed with other early years settings, such as local schools children will attend, to ensure information can be shared on children's care and learning needs. This supports children in feeling secure with change, contributing to their self-confidence. Spaces that children use are well organised to support children's play. Indoors and outdoors, staff are always on hand to monitor the safety and well-being of groups of children and good staff to child ratios are consistently maintained to ensure safety. Children's safety is particularly well organised when using the outdoor area; head counts are completed before children exit the building and on arriving at the garden and younger children use reins or buggies to ensure that their safety can be assured.

Children are well behaved and staff use clear and consistent methods to ensure children feel safe and secure in their play. For example, they remind children how to lift the logs so as not to hurt themselves and explain why they do not walk about the room with the scissors. Staff manage minor squabbles well and praise and encourage children for positive behaviour, promoting children's confidence and self-esteem. Resources are used well both indoors and outdoors to enable children to make choices in their play, supporting their learning and ideas. Children aged two years and over, show good levels of independence and self-help skills. For example, they wash their hands before meals and after messy play. Older early years children develop their skills further, as they serve their own foods during meal times, which supports their independence and skills in readiness for school.

Children are offered a healthy and well-balanced diet. Staff are aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Meal times are a social occasion where

staff and children chatter about their day. Children benefit from fresh air and plenty of exercise and enjoy outdoor play. Staff take positive steps to limit the risk of cross infection, for example, as they use disposable gloves and aprons during nappy changes and make good use of a hand sanitizer which are placed strategically around the setting. Older early years children are observed to remind their parents to use this as they enter the setting. As a result, children's healthy practices are good. Children feel and are safe within the setting and with staff, as they minimise any potential hazards within the setting. Children understand about keeping themselves safe because they learn about fire safety by practising the evacuation procedure.

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

Staff demonstrate a clear understanding of their role in safeguarding children from abuse and neglect so that children are kept safe. They keep their knowledge up-to-date through training and ongoing discussions. Robust recruitment procedures ensures that all staff working with children are suitable and safe to do so. All staff receive induction training and a checklist monitors they have been informed of all the relevant policies and practices. A written risk assessment is reviewed annually and records of evacuation practices are maintained. Each day, staff follow a simple checklist to help visually check the setting is suitable and safe for children. The setting is well resourced and offers a sound range of experiences to help children progress to the early learning goals.

The management and staff team have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Ongoing supervision and annual appraisals ensures that staff training and areas for development are generally supported to promote children's care and learning. The nursery is well resourced and offers a sound range of experiences to help children progress to the early learning goals. However, there are some weaknesses within this process as some areas requiring improvement have yet to be identified. For example, the monitoring of the effectiveness of the planning and the quality of teaching are not always sufficiently rigorous. Despite this, staff have a secure knowledge and understanding of the seven areas of learning and do plan some worthwhile and interesting activities, leading to children making satisfactory progress. Since the last inspection, the setting has taken steps to address the recommendation raised. For example, activities and resources have been introduced to challenge children's thinking about diversity.

Management and staff have established strong partnerships with parents and carers. There are various methods in place to ensure that parents are able to contribute to their child's learning, are well informed of day-to-day practice and have a 'voice' within the setting. For example, parents' evenings, daily feedback sheets and discussion, whiteboards, newsletters, regular progress summaries and a parent's forum. Parents comment positively about the setting, confirming their children are happy, settled and well cared for and that staff are knowledgeable of their children and meet their individual needs well. When required, staff work closely with outside agencies, such as speech and

language therapists, to ensure they effectively support children with special educational needs and/or disabilities to make progress. Self-evaluation is in place to assist the setting in identifying their strengths and weaknesses and is currently under review. Parents, staff and children are encouraged to contribute to this process ensuring that all those that use the nursery are able to influence change.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY235804
Local authority	Leicestershire
Inspection number	915603
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	182
Name of provider	Woodlands Day Nursery Limited
Date of previous inspection	23/02/2011
Telephone number	0116 2675427

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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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