

Woodleys Park Day Nursery

St Crispens Local Centre, Kent Road, Northampton, NN5 4DR

Inspection date

16/08/2013

Previous inspection date

22/06/2011

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 are happy, settled and make independent choices about their play, from a good range of age-appropriate toys and resources, which are effectively organised. As a result, children are motivated, keen to learn and therefore, make good progress.
- Children develop a positive attitude towards a healthy lifestyle. This is because children are provided with a wide variety of freshly prepared, home cooked food and thoroughly enjoy fresh air and physical play.
- Effective leadership means that staff are clear about their roles and responsibilities. They receive good support to guide their professional development, helping to improve their knowledge, understanding and practice.
- The warm and welcoming environment helps children to feel settled. Children form strong attachments with their key person, so their needs are well met. Key persons provide good support to children ready for the transitions, both within the nursery and on to other settings and school.

It is not yet outstanding because

- There is capacity to use the garden more effectively, so that children fully extend their learning of the natural world, by having consistent opportunities to plant, grow and dig.
- Resources and ideas to build on babies' and young children's understanding of themselves and the wider world have not been fully considered.

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 a meeting with the provider, manager and early years advisor of the nursery and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector
Hazel White

Full Report

Information about the setting

Woodleys Park Day Nursery was registered in 2010 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is one of six nurseries operated by the same provider. It operates from a purpose-built, single-storey building at St. Crispin's Local Centre, Duston, Northampton. Entrance is at ground level and there is access to a secure outdoor play area from each playroom.

The nursery is open Monday to Friday, from 8am to 6pm all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 53 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 children with special educational needs and/ or disabilities and children who speak English as an additional language.

The nursery employs nine members of childcare staff, all of whom are qualified. The manager and five staff hold appropriate early years qualifications at level 3 and two members of staff hold qualifications at level 2. The team includes an early years advisor, who is a qualified teacher.

What the setting needs to do to improve further

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

- build on babies' and young children's developing understanding of themselves and the wider world, for example, by using photographs of familiar people and places
- maximise the use of the outdoor environment to further support children's learning of the natural world by giving them greater opportunities to plant, grow and dig.

Inspection judgements

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

Staff have high expectations of all children, finding out about what they can do before they start at the nursery and planning effectively for children's learning needs. Ongoing assessment of children's progress is thorough. Staff monitor each child's development by carrying out regular observations as they play. They support children well and reflect on what they do to promote effective learning. This ensures teaching focuses on individual

children's interests and the next steps in their learning. Children are keen to participate in the activities provided and they have access to a wide variety of age-appropriate toys and resources. As result, children make good progress in their learning and development in readiness for school.

Staff are fully aware of the progress check for children aged two. They understand the importance of providing parents with a summary of their child's development to further support learning at home and to identify any additional support that might be needed to help them make the best progress. Parents are informed about their children's learning through daily discussions, regular meetings and the sharing of learning journey records. Staff encourage parents to share achievements obtained at home and actively use this information in planning further activities for children. This means that children's progress is effectively shared with parents and they are able to contribute to their child's learning.

Staff have a secure understanding of how children learn and the quality of teaching is good. They provide challenge for children, whilst ensuring they are successful and this helps them to feel motivated. Staff talk to children, commenting on what they are doing and asking questions to encourage their critical thinking and exploration. They model clear language during their activities, without discouraging children's efforts as they copy new words. For example, young children name the colours of cars during the shaving foam activity. Staff repeat phrases back to children to help them consolidate their vocabulary, such as 'that's right it is a red car'. Older children learn words, such as encompass as they draw a large web around the spiders they make. This enables all children to use their growing language skills and become confident communicators.

All children use a variety of books, which are attractively displayed in their base rooms. They love to listen to familiar stories and staff are skilled at engaging children, sitting toddlers on their laps, so that they can clearly see the book. This helps to sustain their interest and attention and supports children's learning and enjoyment. Children are encouraged to develop their simple writing skills. For instance, babies and toddlers have great fun using their fingers to make marks and patterns in shaving foam and corn flour. Pre-school children write in their role play. For example, they make signs for their 'beach shop' and fill in their details on their 'passports'. This successfully supports their early literacy skills and understanding that they can write for a purpose.

Children show increasing skill in recognising and using numbers to support their play. They make 'price tags' for their shop and match numbers when playing card games. Pre-school children enthusiastically count how many legs a spider has and measure the 'air balloons' they draw to see which is the 'biggest' and 'smallest'. Children enjoy expressing their creativity and use their imagination during role play and craft activities, such as printing, painting, modelling and collage. Their artwork is attractively displayed around the nursery. This provides children with a sense of belonging. The nursery chef is fully involved in nursery life and regularly leads baking and cooking sessions with children. They enthusiastically weigh and measure ingredients and show great pride in the end result.

Children use the outdoor area frequently and are provided with plenty of fresh air and physical exercise. They make dens by using 'combat nets' and sheets tied to trees make

magnificent 'sails on a pirate ship'. However, the garden is not consistently used to optimise children's understanding of the natural world. For example, children have less opportunities to plant seeds and grow vegetables and herbs.

Children increase their understanding of how things work. For instance, by exploring technology through the use of programmable toys. Pre-school children use a computer and are becoming competent in navigating the cursor around the screen, gaining a good understanding of technology. Babies show great interest in toys with buttons, flaps and simple mechanisms, which they competently operate. These opportunities help children develop useful skills for their future learning. Children have appropriate opportunities to increase their knowledge of diversity through a range of resources, play opportunities and planned activities, which acknowledge cultural differences. Displays promote positive images of culture, disability and gender. However, babies and young children currently have fewer opportunities to see pictures of their special people and their favourite places, in order to learn about themselves and the wider world.

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

Children are happy and settled. They feel emotionally secure in the care of their key person because they are nurtured and well-supported. Staff gather useful information from parents about their children during their settling-in period. This enables them to get to know children and their families from the beginning. As a result, children settle well and make a smooth transition between home and the nursery and later between base rooms and other settings. Staff are well deployed, so children receive a good standard of care. Children are effectively organised into small groups with key persons. This promotes consistency and enables children to build secure and trusting relationships with staff. Babies are cared for by experienced staff, who are attentive to their individual needs. For example, babies are cuddled closely when they are tired or upset and this ensures their emotional needs are met.

Staff lead by example and are good role models of positive behaviour. They regularly praise children and reward their good efforts and achievements. Children are encouraged to share, take turns and be polite to one another. This helps them to learn about expected behaviour and successfully promotes their self-esteem. Children confidently move around the nursery and make independent choices about their play. Toys and resources are effectively organised to create an appealing environment whereby children are keen to begin their learning.

Children are well-nourished because they are provided with a very good range of nutritious foods and a choice of fruits and vegetables. Meals are freshly prepared on site by a qualified chef, using local produce. The chef joins children at meal times, supporting them in developing and understanding the importance of healthy eating and in serving their own meals and snacks. Children welcome his guidance when learning how to use cutlery. As a result, they develop good self-help skills. Mealtimes are social occasions as children sit chatting to their friends. Children choose when they have their snack and this allows them to continue their activities and enhances the flow of the session. Staff prepare

formula milk for babies and keep records of the times that they have been fed. This helps to ensure that they receive their bottles as required and keeps parents effectively informed of their child's feeding routine.

All children learn sensible hygiene routines because staff act as good role models when washing their own hands. Staff work closely with parents and other professionals to ensure children's additional or medical needs are met. Comprehensive records are kept of any accidents or medication and all staff are clear about children's allergies or food preferences, which ensure children's needs are met and respected. Children are learning about the benefits of exercise and have daily opportunities to engage in physical activities. This helps to support their overall health and physical well-being. Children learn and understand how to keep themselves safe because staff remind them how to use play equipment safely. For example, they learn to manoeuvre wheeled toys to avoid 'bumps' and handle scissors with care.

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

The designated person for safeguarding is very clear about her role in meeting the safeguarding and welfare requirements, so that children are kept safe. All staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children. Thorough induction procedures ensure that new staff and students have a secure knowledge of their roles and responsibilities. Staff ensure children cannot leave the premises unsupervised and that there can be no unauthorised access to them. There are good arrangements for admitting visitors and there are clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection. Risk assessments are carried out on a regular basis and staff are well-deployed to ensure that children are kept safe.

The provider and manager are effective leaders, setting high aspirations for quality. They monitor staff practice through room meetings, appraisals and performance reviews. The manager spends time in each room to observe staff interaction and model good practice, particularly when new staff start. This then continues on an ongoing basis, so that all staff are aware of how to act appropriately around children. In addition, all staff are aware of the whistle blowing policy and when to use it, so that they can highlight any aspects of practice they feel are inappropriate. As a consequence, the nursery is effectively managed by the provider, who offers clear guidelines to the whole staff team, with the aim to provide children with good quality care.

Management regularly monitors the delivery of the educational programme and the setting's care practices. The company employs an early years advisor, who is a qualified teacher. He helps to ensure that all staff are following the policies in practice and providing effective teaching to help children progress. Staff demonstrate a strong commitment to continuous improvement and regularly attend training to ensure their

knowledge is updated. The nursery uses self-evaluation to identify areas for improvement and clear action plans are in place to bring about continual development. For example, staff created a display board for parents to share their children's home achievements, so that these can be used in future planning. The views of parents are obtained in a variety of ways to help fully develop the provision. For instance, this is achieved through discussion, email and questionnaires. This helps to further support long-term achievements and improve the quality of provision for all children.

Parents speak highly of the nursery and staff, explaining they feel very well informed, their children are happy and very well supported by the staff team. Staff establish positive relationships with parents and an effective sharing of information keeps them informed of their child's progress and development. This ensures a strong link between home and the nursery is maintained. Staff recognise the importance of smooth transition arrangements for children's next phase in their learning. They develop good links with the local nurseries and schools to support continuity of care and learning for each child. Partnership working with other professionals and agencies is well established and used to identify children's needs to help them reach their full potential.

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	EY413169
Local authority	Northamptonshire
Inspection number	908807
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	53
Name of provider	Woodleys Farm Day Nursery Limited
Date of previous inspection	22/06/2011
Telephone number	01604 751 875

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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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