

Woodpeckers Nursery

Melford Road, SUDBURY, Suffolk, CO10 1XT

Inspection date

30/08/2013

Previous inspection date

10/12/2009

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 active and inquisitive learners, particularly when accessing the vibrant, well-resourced outdoor area. They engage in a wide range of interesting learning experiences which are planned effectively to reflect their interests and promote their good progress.
- The successful implementation of the key person system enables all children to establish very secure and trusting relationships with their key person and other nursery staff. As a result, children settle quickly and feel very confident when it is time to move on to another room within the nursery.
- Staff foster close partnership working with parents and grandparents as they create meaningful opportunities for them to be actively involved in supporting their children's learning, both in the nursery and at home.
- The management and staff team strive to maintain a high quality provision for children. They evaluate and build upon their practice to ensure children continue to benefit from improvements made at the nursery.

It is not yet outstanding because

- On occasion, staff do not ask carefully framed questions to further promote children's understanding of mathematical concepts, especially during activities, such as sand and water play.

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 three rooms and the outdoor learning environment.
- The inspector took account of the views of parents and grandparents spoken to on the day of the inspection and engaged in discussions with staff and children.
- The inspector looked at children's learning records, displays of photographs, planning documentation, and some written policy documents.
- The inspector held meetings with the managers and checked evidence of staff suitability and qualifications.

Inspector

Sarah Clements

Full Report

Information about the setting

Woodpeckers Nursery was registered in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Sudbury area of Suffolk. The nursery is privately owned and managed. It serves the local area and is accessible to all children. Children have access to four rooms and there is an enclosed garden available for outdoor play.

The nursery employs 20 members of childcare staff, including two managers. Of these, 17 staff hold appropriate early years qualifications at level 2 and above. Two staff hold Early Years Professional Status. The nursery also employs a catering manager and has a regular volunteer. The nursery opens Monday to Friday throughout the year, from 8am until 6pm. A breakfast and after school club is also offered during school term times, with sessions from 8am until 9am, and 3.30pm until 6pm. A holiday club operates from 8am until 6pm during the school holidays. Children attend for a variety of sessions. There are currently 101 children attending the nursery, 88 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the educational programme for mathematics, for example, by providing more opportunities for children to experiment with quantities and measures when playing with water, sand and other materials.

Inspection judgements

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

Staff and managers are very secure in their understanding of how to support children's learning and development. They use this knowledge to plan and provide a good range of interesting and challenging activities which promote children's progress in all areas of learning. Staff are quick to identify any gaps in a child's development because they monitor and track each child's progress very closely. For example, they make skilful use of observation and assessments, including the required 'progress check at age two', to identify each child's individual starting points, interests and future learning priorities. Children's interests are regularly reflected in the planning which helps to enhance their eagerness to explore and encounter new experiences. For example, staff embrace a baby's interest in looking in a mirror by planning fun opportunities for them to look at

themselves as they try on different hats. This captures their curiosity and supports them in developing strong levels of self-confidence and self-awareness. Throughout the nursery, children have purposeful opportunities to put their early writing skills into practice. For example, babies delight in making marks in shaving foam applied to large mirrors, while older children enjoy using chalk to write their names on paper. Staff take time to display many written labels and signs in the learning environment to further develop children's awareness that print carries meaning. These opportunities ensure that older children continue to develop strong skills in literacy, and prepares them well in readiness for moving on to school. More recently, the staff have widened the use of sign language across the nursery, with a successful initiative for children to learn a new sign each week. This is particularly positive in supporting children with special educational needs and/or disabilities to communicate their choices more confidently.

Children relish daily opportunities to spend time in the nursery's outdoor space. This is very well resourced and set out attractively to inspire children be active and interested in learning. The clever use of a portable fence enables staff to create a large designated area for children to move around more freely and make use of physical equipment. For example, children pedal in unison to manoeuvre the two-seated tricycle, showing strong awareness of the need to slow down when they encounter any obstacles. In addition, staff skilfully support children to develop their physical strength as they encourage them to stretch, lift and position the large hoops on the storage hooks. Children demonstrate positive resourcefulness as they talk about their plans to make a house using a large flattened cardboard box. They decide that, once folded, the box makes 'a good roof' for the house and set about putting it into position. Staff show an interest by asking children questions about their house and talking about their ideas. This inspires them to develop new projects, such as making some curtains to close at night. Toddlers enjoy exploring a table filled with water, demonstrating good control as they use a small watering can to pour water into a slim bottle. However, staff sometimes miss opportunities to extend children's mathematical thinking as they play with the water and sand. For example, children are not encouraged to talk about the capacity of the different containers as they fill them or prompted to explore volume.

There is a particularly bright, welcoming and comfortable indoor space for babies and toddlers. They have soft flooring and cushioned areas which help them to feel comfortable as they progress towards experiment with crawling, standing, climbing and walking. Staff are always on hand to offer sensitive support and encouragement. As a result, the youngest children are confident in attempting to pull themselves up to stand using the low-level furniture and equipment to steady themselves. Children's understanding of the world around them is supported through an extended range of interesting first-hand experiences and regular outings. For example, babies enjoy visiting the local pond to observe and feed the ducks, while older children visit the local pet shop and experience a car wash during an outing in the nursery's minibus.

Staff share an abundance of information with parents about their child's needs and the activities that they take part in. There are daily discussions with parents regarding their child's progress and regular opportunities for them to get involved in nursery activities. For example, parents keenly volunteer to improve the facilities for children by building an outdoor canopy and constructing the popular 'storyteller's chair'. Regular open events are

well attended by parents. These provide meaningful opportunities for parents to read their children's learning records and find out about the nursery's new learning initiatives. This promotes a consistent approach to supporting children's learning and development as parents often leave with ideas to continue to support their children's learning at home.

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

The management and staff strive to make sure that children and parents feel very welcome and fully supported from the beginning. They offer a gradual approach to helping children to settle, including the offer of a home visit, a full tour of the nursery and flexible settling-in sessions. Parents are actively encouraged to share a wide range of information in relation to their child's preferences, care routines and learning needs. This enables each key person to plan and adapt the provision to ensure children's needs are effectively met and they settle with ease. For example, staff are proactive in sourcing specialist equipment and organising specific training to enable them to support children with special educational needs and/or disabilities.

The nursery is adorned with examples of the children's colourful artwork and early writing. This helps children to feel that their efforts are valued and boosts their self-esteem. In the main, children are provided with good opportunities to manage everyday tasks for themselves and to make choices from easily accessible resources. For example, toddlers are keen to find a watering can so they can help to water the plants in the garden, while older children take responsibility for pouring their own drinks at lunchtime. When it is time for children to move into the next room, they are well prepared for the change and approach it with great confidence. This is because the nursery is committed to offering children regular opportunities to spend time in the other rooms, supported and reassured by their key person. More recently, the staff have redesigned the layout of the 'crawling caterpillars room' to incorporate a sensory area and cosy corners. This has improved the provision for younger children who are new to the room by ensuring they have comfortable and accessible spaces to relax. Staff also prepare older children well for their transition into school. In particular, teachers from all relevant schools are invited into the nursery so children can meet them and start to form new attachments. In addition, children in the 'bright butterflies room' are provided with items of school uniform and book bags which they become familiar with in role-play situations.

Behaviour is managed consistently well by staff, who promote consistent boundaries and use praise to support young children. Consequently, they understand what is expected and play cooperatively together. From a young age, children learn to consider risks and how to keep themselves safe. They meet people in the community who help them to stay safe, including the local fire service who visit to talk to them about fire safety. The importance of road safety and wearing seatbelts is actively discussed during outings in the minibus to enhance children's awareness of safety even further. Children's health and well-being is effectively promoted. The outdoor environment is put to very good use to ensure children have daily opportunities to be physically active in the fresh air. Children demonstrate a good understanding of how to promote their own health as they remind each other to wear a hat and happily have sun cream applied to protect them from the effects of sun. Significant attention is given to providing children with nutritiously balanced

meals and snacks each day. These are freshly prepared onsite by the well-qualified catering manager, with careful regard given to meeting children's specific dietary needs. The nursery goes further to promote children's health by planning opportunities for children to go on an outing to pick fresh fruit, and encouraging babies to develop a positive attitude towards trying new foods.

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

Children's safety is given high priority by all staff. In particular, the nursery implements effective procedures to ensure the premises remain secure, including the use of a fingerprint recognition entry system and fully secured external gates. This means that children are protected from contact with unauthorised people, and are prevented from leaving the nursery while unsupervised. Staff are deployed effectively within each of the rooms to provide children with consistently good levels of direct support and supervision. The management and all staff are expected to complete relevant training in local safeguarding children policies and procedures. In addition, they regularly discuss safeguarding issues, including the nursery's clear whistle blowing policy, at staff meetings. As a result, they are confident in identifying and reporting any concerns about a child's welfare, and children are well protected from harm. Safety is promoted further through robust arrangements for assessing any risks to children, with checks carried out in all areas of the nursery on a daily basis. Effective procedures are implemented whenever new staff, volunteers or students are recruited, including thorough background checks and induction arrangements. Appraisals encourage staff to reflect on the ongoing quality of their practice with the children, and the management ensures that regular training is provided to improve the skills of the workforce. This ensures that children are cared for by suitable and knowledgeable staff.

Partnership working with parents is valued and good efforts are made to keep parents informed of any changes, special events and activities. This includes an array of information displayed on noticeboards outside each room, in termly newsletters and on the nursery's comprehensive website. As a result, parents feel fully involved and are reassured that their children are provided with experiences that promote their enjoyment and good progress. Regular questionnaires are issued to parents in order to ensure their views are contributed to the nursery's overall self-evaluation. Their comments are consistently positive, with much praise for the staff's supportive approach and strong commitment to supporting their children's specific needs. The nursery's special educational needs coordinator also fosters effective partnership working with all relevant outside professionals, including local authority outreach officers and occupational therapists. This enables staff to draw on their advice and guidance when tailoring the provision to meet the needs of children with special educational needs and/or disabilities.

The managers have a very clear vision for the nursery and continue to seek opportunities to evaluate and enhance the provision for children. They are actively involved in the daily practice of the nursery, spending time in each of the rooms and monitoring the quality of teaching. The nursery team also includes two staff who have achieved Early Years Professional Status. They are particularly instrumental in evaluating and developing the

educational programmes for children. For example, one of the staff members takes the lead in enhancing the range of interesting resources by sourcing a full-sized boat to support children's imaginative play while outdoors. In addition, children's views are sought through conversations about what they like and dislike, and from observations of how they use the learning environment. This enables the management to ensure children continue to be stimulated and challenged in their learning. The arrangements for observing and assessing children's progression are also regularly reviewed by the management, ensuring these remain effective in identifying and narrowing any gaps in children's achievement.

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	251810
Local authority	Suffolk
Inspection number	915364
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	101
Name of provider	Woodpeckers Nursery Ltd
Date of previous inspection	10/12/2009
Telephone number	01787 377707

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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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