

Woodlands Nursery

2 Wakefords Corner, Sandy Lane, Church Crookham, Fleet, Hampshire, GU52 8DB

Inspection date	19/09/2013
Previous inspection date	21/11/2008

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 form secure attachments with staff who provide a caring supportive environment for them. As a result children are happy and settled.
- Staff value working in partnership with parents. This ensures children's individual needs are met and a warm welcoming environment is provided by all.
- Children enjoy attending the nursery, they behave well and develop an interest in their learning.
- Children make good progress in their learning and development. They freely make choices in their play and help themselves to resources available to them. This helps them to be confident and independent.

It is not yet outstanding because

- Staff do not take all opportunities to make use of the outdoor area to support children's learning in all areas of learning.
- Staff do not consistently use open-ended questions to challenge capacity to think critically.
- There is scope to further improve staff supervision to ensure staff performance is monitored effectively.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took account of the views of parents spoken to on the day of the inspection and from parent questionnaires.
- The inspector looked at various documents, including policies and procedures, records of children, evidence of the suitability of staff and recruitment procedures.
- The inspector held meetings with the acting manager and provider.
- The inspector observed children's activities in the baby room, the pre-school room, toddler room and the outdoor area.
- The inspector held discussions with keyworkers and staff.

Inspector

Jane Franks

Full Report

Information about the setting

Woodlands Nursery is a privately owned provision, registered since May 2005. It operates from a single story premises in a residential road in Church Crookham near Fleet. Children who attend come mainly from the local area. There is a secure garden for outdoor play. Indoor areas are easily accessible, there is a step up to some parts of the garden. The provision operates under the Early Years Register and the Childcare Register. There are currently 33 children on roll, all of whom are in the early years age range. Of those attending 16 receive early years education funding. Children attend all day or for various sessions. There are no children currently attending within the later years age group. The setting supports children with learning difficulties and/or disabilities, and children with English as an additional language. The nursery opens from 8:00am until 6pm, Monday to Friday, all year round with the exception of Christmas week and bank holidays. There are 10 members of staff who work with the children. Of these, 9 hold relevant childcare qualifications at Level 2 and above.

What the setting needs to do to improve further

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

- devise and implement procedures for staff supervision to ensure staff performance is clearly monitored and challenging targets are set for continuous improvement.

Inspection judgements

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

The educational programmes provide interesting and challenging experiences that meet the needs of all children. Children are happy and motivated to learn and on arrival at the nursery, they become rapidly engrossed in the stimulating resources alongside their peers. Staff effectively encourage children to learn together and from each other. For example, children support each other to recognise numbers during an outdoor play activity.

Staff motivate children to learn with exciting activities that children enthusiastically engage in. They adapt activities to extend children's learning, for example, adding water to the sand tray to further support children's creativity and exploration. Staff successfully help children talk about what they are doing and value their ideas. However, they do not always ask open ended questions to challenge their thinking. Young children feel secure with staff and respond to the close contact and positive praise and encouragement offered. As a result children make good progress in their learning. Babies freely explore their indoor and outdoor environment. They develop their physical skills as they move

independently around. Staff settle babies quickly with their warm approach, forming secure attachment and bonds. As a result children respond positively to their daily routines.

Children develop their personal and social and emotional well-being. Children respond to familiar people and can select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity, showing confidence when asking for adult support and participation. Children enjoy board games, take turns patiently and actively engage in learning skills such as shape recognition, for example. They benefit from staff showing a real interest in them and their ideas. Staff regularly observe children in their play and plan for each child following their interests. For example, a display board with a fish theme reflects the interests of the children, promoting communication and language and future learning opportunities. Staff have high expectations and successfully challenge and meet the needs all children. The children enjoy a story. Children join in eagerly using actions and words with encouragement and support.

During outdoor play the children excitedly run around, energetically playing with a rich selection of resources. They climb, use ride on toys and enjoy the wide range of opportunity to tackle different challenges. Staff support children with their co-ordination as they move across the balancing beams. Babies move freely around on the patio area. The outdoor includes resources that reflect numerals, shapes, and written language and this supports children's ongoing knowledge. However, staff do not take all opportunities to make use of the outdoor provision for the under two's to support their progress across all areas of learning.

Staff have a sound knowledge and understanding of how to promote the learning and development of young children. Assessments of children are effective and support staff in planning suitably challenging activities that reflect children's interests. Every child has an individual development book which supports their progress. All children are at their expected level of development. Staff consistently demonstrate that all children are progressing well towards the early learning goals. Relationships with parents are effective and make a good contribution to meeting all children's needs. The secure key person system allows a successful engagement with parents and well targeted strategies, for all children, as a result. This means that the children confidently acquire the key skills needed for the next steps in their learning.

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

The nursery is welcoming to children and parents through the warm relationships developed by staff. As a result, children settle well and their individual needs are continuously met. Parents' comment very positively about the care their children receive. Comments from parents state that staff are professional, approachable and they help children to learn and develop.

Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals. Comments from parents state they are

very happy with the healthy diet their children receive. Meal times in all rooms are sociable occasions where conversation is encouraged. Children in the pre-school develop their skills in using tools for a purpose as they prepare their own healthy snack, promoting independence and future life skills. Children develop independence through everyday routines, washing hands, feeding themselves and tending to their own personal needs.

Staff are deployed well both inside and outside of the setting. There is a strong staff team in place which is very effective. Staff ask each other for support, if needed, without hesitation which shows good concern for children's safety and security. Staff promote a relaxed environment in which children develop the confidence to join in conversation with adults, for example, when engaged in messy play or sitting at the snack table. The staff team in the pre-school room are currently updating wall displays alongside children which makes them feel they are valued and belong. This, together with the friendly and reassuring staff, enhances children's emotional well-being.

Key persons carefully plan for their children's individual learning, spending time during the session supporting them in specific activities in small groups, for example, messy play or small group time. The effective key person system and secure attachments between staff and the children ensure that all children form positive and trusting relationships with the staff. Children approach staff for reassurance and a cuddle, which provides them with a secure and safe environment that helps develop their confidence and self-esteem. For example, children outside sit and engage in conversation alongside staff, simply enjoying the fresh in the outdoor environment. Staff have a calm and consistent manner with children acting as positive role models for children. Children behave well because they are engaged in activities that are of interest to them.

Older children have set free-flow opportunities to enjoy fresh air and exercise in the outdoor play areas. They can run freely and use physical play equipment, which includes bicycles, and climbing equipment. Therefore, children develop their physical skills and their well-being is supported. The indoor learning environment enables children to independently choose from a selection of resources that are easy for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children are well supported in their transitions within the nursery. This is due to the settling-in visits with their key person as they move into a different room.

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

Parents are made to feel welcome, and this is a strength of the nursery. Well planned systems to identify children's starting points on entry are in place. Parents complete detailed 'All about me' documents, which form part of children's individual development book. This helps staff to recognise children's individual needs and plan activities at an appropriate level. Partnerships with parents and other agencies involved with children's care and education are effective and promote a joined up approach to meeting children's individual needs. Parents confirm they are very pleased with the setting and how well their

children have developed since attending. They find staff are friendly and helpful and keep them fully informed about their child's progress. Information is on display for parents within the setting. The setting has built good working partnerships with local schools and this impacts positively on the older children through their transition period.

The provider has a good understanding of the role and responsibility to make sure the learning and development requirements of the Early Years Foundation Stage are covered. They take positive steps to safeguard children's welfare. Procedures for recruitment are sound; they include full vetting of all staff to ensure their suitability. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They are familiar with the child protection policy and procedure. They know what to do if concerns arise about children's well-being. Staff are vigilant about children's safety and supervise children well as they move between the playrooms and the outdoors.

Induction systems ensure that staff are clear about their roles and responsibilities. Staff meetings take place on a monthly basis to monitor training needs, quality of provision and reflective practice. However the performance of staff is not actively monitored with effective supervision procedures. Therefore individual professional development and staff performance is not consistent in order to continually improve the learning programme and children's achievements.

There are systems in place for self-evaluation and both the acting manager and provider are motivated to seek further improvement. For example, they use clear action plans to identify areas for development. These take into account the views of staff, parents and children as well as advice from the local authority. For example, parents are encouraged to complete questionnaires, enabling parents to share their views. The manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessment and identify any gaps in learning.

The Childcare Register

The requirements for the compulsory 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	EY306586
Local authority	Hampshire
Inspection number	834193
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	33
Name of provider	Highbreeze Ltd
Date of previous inspection	21/11/2008
Telephone number	01252 624332

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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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