

# Woodcote Day Nursery

54 Woodcote Valley Road, Purley, SURREY, CR8 3AJ

<b>Inspection date</b>	15/10/2013
Previous inspection date	23/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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

- There is an exceptionally strong focus on supporting children as they develop their communication and language skills. Highly skilled staff ask thought provoking questions of older children and provide good opportunities for babies to learn new words.
- Planning of activities to promote children's ongoing learning is exemplary. Children make outstanding progress and this is particularly evident in relation to use their imaginative and creative development.
- Staff meet children's care needs well when they are new to the nursery or are moving to a new room. Staff provide sensitive support to help children to develop strong bonds with them. As a result children are reassured and quickly settle.

### It is not yet outstanding because

- Although the outdoor area is used highly successfully overall to support children's learning and development there are some missed opportunities for older children to develop their skills in technology outdoors.

## 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 spoke to parents, staff, children and managers.
- The inspector observed activities and equipment in all rooms and the outside area.
- The inspector sampled documentation including staff files and children's development records.
- The inspector carried out a joint observation with the deputy manager.

## Inspector

Lesley Hodges

## Full Report

### Information about the setting

Woodcote Day Nursery is one of 47 nurseries owned by Childbase Ltd. The nursery has been registered since April 2007. It operates from a detached two storey converted house located on a residential road in Purley, in Surrey. The nursery is open from 7.30am to 6.30pm Monday to Friday all year round. There are currently 86 children on roll, all of these are in the early years age range. The nursery receives funding for the provision of free early education for two-, three-, and four- year-old children. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery currently employs 32 members of staff who work with the children, plus two members of staff who work in the kitchen. Of these, 23 have relevant childcare qualifications. The nursery also has bank staff to cover staff absences. Childbase provides in-house support and training for staff. The setting also receives support from the local authority through an early years advisor. The nursery supports children who are learning English as an additional language.

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

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

- develop activities further in the outside area to give older children more opportunities to learn about technology

### Inspection judgements

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

Practitioners provide a rich and stimulating environment for children at this nursery. Children are highly motivated to learn and they confidently choose resources to play with and learn from. This is because all staff are extremely enthusiastic in their approach and give children opportunities to explore using an excellent range of resources. Children consistently demonstrate the characteristics of effective learning by exploring their environment with excellent support from staff. They are consistently engaged in high quality, independent play and learning. For example, children make very good use of resources to examine insects in magnified containers and talk with their friends about what they see. This demonstrates that children are confident learners who enjoy sharing their learning with their friends.

Staff in all rooms have an excellent knowledge of how children learn. They use this knowledge to plan challenging activities which are based on children's interests and on their previous observations of children as they play. Staff know children extremely well

and they use this knowledge to extend children's learning very successfully. For example, staff plan different exercise activities as they have observed that children are interested in how their heart beats faster when they run. Staff are keen to use this thirst for knowledge to provide opportunities for children to learn about how their bodies work. Planning is precise and although planning is for individual children, staff successfully arrange group activities which allow other children to benefit too. Children are enthusiastic as they take part in an activity to make a magic potion using a range of varied ingredients. Staff supply some of these and encourage the children to collect other items from the safe environment of the fully enclosed outside area. Children excitedly gather stones and sand and then hurry back to the table to make their potion. Staff use the activity to cover all areas of learning. The activity is linked to a favourite story and children are engrossed as they experiment with different smells and textures. They use glitter, shower gel and scented flavourings to make different potions, measuring ingredients and talking about their experiences of the different items as they play. Staff prompt children to think about safety with this activity and children explain that they shouldn't drink the potion as 'it is dirty and they would be poorly if they drink it'. Children are all fully engaged in the activity and staff expertly support them but give them time and space to make their own choices. This imaginative activity demonstrates that staff have a clear understanding of how children learn through play. It also demonstrates how staff skilfully plan for children based on their interests and abilities.

Staff in all rooms are highly effective in helping children develop their communication skills. All staff support children in their play impressively. They ask thought provoking questions and children respond with enthusiasm. Conversations are varied, from the weather and what clothes children need to wear in the rain to what food children can make using flour. All children benefit from this language rich environment. Staff in the baby room expertly describe what they and the children are doing so that children can learn new words. Babies respond to praise and begin to follow gentle instructions when learning how to use different resources.

Staff ensure that children's personal, social and emotional development is fostered well. They spend time with babies who are new to the nursery so that the babies begin to make emotional bonds with them. Other staff in the room work together well to allow this one to one time as they understand the importance of building these close relationships. Staff support older children as they move into different rooms. They work together effectively to provide continuity of care for children as they move between different areas. This means that children quickly develop confidence to explore their new environment. Caring staff explain their previous conversations with children to their colleagues so that children can extend their ideas with further conversations as staff are familiar with current interests.

Staff support children's physical development in all areas. Children enjoy daily physical play in the outside area where they ride bikes and use logs as stepping stones. All children go outside every day. Staff support babies' play as they provide durable trousers so that they can explore the outside area if they are not yet walking. This means that babies enjoy safe and stimulating outside experiences as they begin to explore their environment. Babies also develop confident physical skills inside as they practise using a small staircase.

Children use imaginative language in their play. They give a commentary to each other as they play role play games and choose from the impressive range of resources to develop their imagination. Older children play cooperatively in these games, creating their own storylines based on their knowledge of stories they have learnt. Younger children are excited as they demonstrate the new words they have been learning. They point to different items and respond to praise when they say the right words. Staff extend this knowledge by describing the items to introduce further new words for the children to learn. Children enjoy story times with staff and they discuss aspects of the stories in small groups. Children can choose from a good range of books and book corners are bright and welcoming. Staff display print from favourite stories and picture books of family members to create a cosy area for children. Children in all rooms enjoy story times and staff are enthusiastic and relate events in stories to routine events in the nursery so that children can think about matters which are important to them. For example, children enjoy talking about their boots and how they can wear them for outside play.

Older children are keen to practise their writing skills. They write their names on their pictures and contribute to signs and labels in the rooms. This gives children a sense of pride in their emerging writing skills as these signs and labels form part of their environment and are celebrated by staff. Further displays show children's developing writing skills and staff plan structured activities to use writing to record events with children so they can see that what is spoken and seen can be recorded in writing. These routine events and planned activities successfully prepare children for the move to school.

Parents contribute to children's learning and development and staff give very detailed feedback to parents and carers in a variety of ways. The nursery arranges informal training for parents which covers topics such as how to recycle everyday objects by transforming them into imaginative play resources, and ways to make story time more exciting. Many other topics are covered and parents comment that these training sessions are extremely useful in involving them in their children's care. Parents and children can choose library books to take home from the nursery so that parents can enjoy familiar stories with their children at home.

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

Staff routinely encourage children to think about their own personal safety. For example, they ask children about how they can stay safe when using the stairs and children describe how to hold on to the hand rails. Staff practise regular evacuation drills with children so that children are familiar with emergency procedures. Planned visits from the local fire brigade and police are used to further develop children's safety awareness.

Staff support children's healthy lifestyles and practices. They talk about their favourite fruits when taking part in collage and role play activities. Meals and snacks are healthy. Children enjoy fruit and vegetables for snacks and meals such as pasta are served for lunch. Children can play outside for large parts of each day and this daily play in the fresh air supports their healthy lifestyles. The outside areas are used very well overall. Children enjoy a range of activities including physical play, sand and stories. Children generally

enjoy the freedom to choose where they play and this means that those who learn best when outside can choose to do so. Children have choices of activities inside to develop their skills in technology. Babies use interactive toys and staff take these outside for them to play with too. However there is scope to develop older children's use of technology equipment in the outside areas.

Children's behaviour is good. Staff support children as they learn to take turns and share equipment. Staff take time to explain the reasons for sharing and children are beginning to understand the needs of others as a result of these actions from staff. Older children demonstrate this understanding of others' needs. They spontaneously pass equipment to their friends so that they can join in with different activities.

Staff involve children in routines and explain any changes to children. For example, when an activity needs to move to a bigger space on the floor, the staff explain the reasons why to the children and they all join in cooperatively to complete the task together. These actions help children learn about team working and they feel involved in the nursery as they join in with staff and their friends.

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

This inspection was carried out as a result of a recent safeguarding incident. A parent was incorrectly told that their child had already been collected. In fact the child was found in the toilet area of the nursery. This raised serious concerns that staff did not know where children in their care were and showed that premises checks at the end of the day were ineffective. The provider has reinforced expectations for vigilant supervision of children and has reviewed the end of day procedures for all rooms so that they are more robust. New procedures include changes to end of day paperwork which now require a manager to check that all children have been signed out of the nursery. The provider has acted swiftly in making the necessary changes to procedures and children are seen to be well supervised at all times. Parents are given information about procedures when making complaints and the provider's complaint paperwork reflects appropriate timescales.

Staff are aware of safeguarding procedures and confidently describe the procedures to follow if they have concern about a child in their care. Recruitment procedures are robust and ensure that only those who are cleared as suitable to work with children do so. The provider makes further checks on staff suitability by requesting references from previous employers and asking staff to complete health questionnaires and declarations on their continuing suitability. Induction procedures are effective and confirm that staff have appropriate knowledge of policies and procedures.

The manager monitors staff performance in a range of ways. She uses annual appraisals to identify training needs and discuss specific targets for staff. These are effectively followed up in review meetings which take place throughout the year. The manager and provider use a range of ways to evaluate their provision. A detailed development plan highlights areas for improvement; the manager sets specific actions for

herself and members of staff to ensure that the improvements are carried out. Recent changes include strengthening links with local schools to support children as they move on to school, and more visible rules and boundaries to support children's management of their own behaviour. This shows a strong commitment to continuous improvement.

The nursery works with outside agencies when necessary to support children's developing needs. The manager also works with the local authority advisor and other external advisors as she uses guidance to plan for the development of the nursery. The manager monitors the provision and children's development records to ensure that children are given excellent opportunities to develop in all areas of learning.

Parents spoken to comment that they feel involved in their child's learning and development. They can add ideas for planning and they contribute to children's development records and reviews of learning by adding written comments and discussing progress. Parents comment that staff are caring and cater for children's individual needs well.

### **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>	EY348562
<b>Local authority</b>	Croydon
<b>Inspection number</b>	935266
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	66
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	23/08/2011
<b>Telephone number</b>	0208 660 0088

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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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