

# Woodville Day Nursery

Blacksmiths Lane, Woodville, Swadlincote, Derbyshire, DE11 7EF

## Inspection date

27/09/2013

Previous inspection date

08/01/2013

## 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

- Although, resources on the whole are well organised and appropriate in supporting children's learning and development, on the odd occasion, staff do not thoroughly resource an activity to promote children's enjoyment.
- Staff do not make the best use of information gathered to support children's move through the nursery, so that they are rapidly supported to settle.

### It is not yet outstanding because

- A varied range of activities and effective use of observation and assessment ensure that children make good progress in their learning and development.
- Children are given good support to settle into the nursery. Staff ensure that children, who are new to the nursery are comforted and reassured and use effective distraction methods to engage them in activities.
- Policies and procedures relating to the safety of the environment and good health and hygiene practice are effectively implemented.

## 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 the playrooms and outdoor area and completed a joint observation with the two managers.
- The inspector spoke with the staff about the daily routines, children's individual learning and policies and procedures.
- The inspector looked at a selection of documentation, which included children's learning records, the record of complaints, the setting's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Justine Ellaway

## Full Report

### Information about the setting

Woodville Day Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Woodville, Derbyshire and is one of three nurseries owned by Swingboat Nurseries. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 38 members of childcare staff. All staff hold an appropriate early years qualifications, including seven at level 4, one member of staff has Early Years Professional Status and one member of staff has Qualified Teacher Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 150 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports a number of children, who speak English as an additional language and 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:

- develop further the organisation of resources to fully support children's learning, specifically with regards to the writing area outdoors and in all adult-planned activities
- develop further the information used to support children's move through the nursery, so that this is highly effective in allowing staff members to quickly begin supporting children's learning and development in their next room.

## Inspection judgements

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

Children's learning and development is effectively supported across the nursery and as a result, they make good progress towards the early learning goals. Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. The planning of activities provides a range of interesting opportunities across the seven areas of learning. Outings are well considered in terms of linking into

current activities or supporting specific skills. For example, children visit the local optician and then continue this through role play at the nursery. Planning also takes into account children's interests as well as their next steps in learning. Observations of children's achievements are purposeful in evidencing what they can do. Information included within the progress check at age two and the termly summaries is useful. They are reflective of the child's stage of development and include useful information for parents and carers on how they can support children's next steps in learning at home.

Staff make good use of their knowledge of the children they are working with to support their learning and development. For example, they make a post box for a child, who loves posting things and the child thoroughly enjoys playing with it. The child develops their small muscle skills as they explore the slot and open and close the front panel. From an early age and continuing throughout the nursery, children are effectively supported to develop their independence. Younger children are encouraged to move freely between the indoors and the outdoors. Older children use an imaginative stop sign and button to indicate their preference for playing outside, whenever they wish. They are encouraged to develop independence during routines, such as serving their own food and drink at mealtimes. They participate in a twice daily group discussion time, to develop amongst other things their listening and attention. These skills help older children to get ready for school.

Through activities and discussions, staff give good support to developing children's communication and language skills. For example, younger children participate in singing activities and older children are encouraged to remember and explain activities they have done previously. Children are animated and use complex sentences and descriptions, as they talk about their recent visit to the optician. There are also the sound of the week activities for older children. They use rhymes to remember the letter sounds and find items within their room that begin with the letter to reinforce their learning. Staff are effective in using clear and if appropriate, simple instructions to support children's learning. They often reinforce this through demonstration, so that children's learning is well supported. For example, a member of staff describes the term 'sinking' and then demonstrates this to the children. Children, who speak English as an additional language are appropriately included. Staff support their development of English, while including resources, such as books in their home language.

Support for children to develop their mathematical skills is appropriately included in a range of activities. For example, as children learn to use scissors, they are encouraged to recognise and cut out shapes and to cut the paper in half. Children regularly engage in creative play, for example, exploring shaving foam. They develop their understanding of the world as they collect leaves from the outdoor area and talk about how they feel and what colour they are. Children enjoy listening to stories and have regular opportunities to visit the library to self-select books. This effectively encourages children to develop a love of books. Support for children with special educational needs and/or disabilities is effectively coordinated, to ensure that children can reach their full potential. The designated person oversees the support given, so that clear targets of development are identified and children are making suitable progress.

Parents and carers are able to view their child's learning and development information at

anytime. Parents and carers comment on the usefulness of the information included. A regular assessment of children's progress includes relevant information, so that parents and carers can support their child's next steps in learning at home. They are encouraged to share information about their child's achievements at home and staff use this effectively to build up a picture of what the child can do. This is effective in ensuring a consistent approach to supporting children's learning and development.

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

Children settle well because of good support given by staff. Good use is made of the information gathered from parents and carers about children's likes and dislikes and preferences, such as favourite toys. Children, who are new to the nursery are encouraged to bring a favourite toy. Staff effectively use this as well as distraction to comfort and reassure children and engage them in activities. They also call parents and carers to update them on how their child is. Ongoing discussions ensure that children's needs are consistently met. A very detailed and useful briefing is provided for any staff, who are covering staff absences, to ensure they are fully aware of the needs of children they are working with. On the whole, information that supports children's move through the nursery is useful. However, staff do not always ensure that the information passed on regarding children's next steps in learning, will help staff in the next room to quickly plan for their progress. On occasion, the next steps are almost achieved, resulting in staff having to get to know the child before identifying the most relevant next steps.

Children's behaviour is effectively managed. Well-organised routines help children to become familiar with the expectations. The pre-school unit promotes a sense of responsibility, by nominating different helpers for tasks during the day. Children are also involved in writing the golden rules, so that they understand right and wrong. Staff effectively use distraction with younger children when they are tired to minimise any upset.

Staff are well deployed throughout the nursery, to promote children's enjoyment and well-being. Seniors in each room give clear direction during the routines to minimise any disruption to children. They give clear instructions and delegate tasks, for example, at snack time.

Good use is made of the space to support children's learning and development. Children's artwork is attractively displayed around the walls and from the ceiling, which provides a stimulating environment for children. Photographs of the children are displayed as well as being available for them to look through, to promote a sense of belonging. There are a good range of toys and resources available for children to use in most areas, including those that support children's understanding of equality and diversity. However, the writing area outdoors was not well stocked at the time of inspection and on occasion, the size of the equipment used in adult-planned activities does not fully support children's ability to participate fully.

Children's understanding of safety is suitably promoted through activities and discussion. Children regularly practise the fire drill, so that they know what to do in the event of an

emergency. Emergency services are regularly invited into the nursery to talk to the children. Children demonstrate an understanding of safety, for example, they use equipment, such as scissors carefully and listen to instructions from staff. Children's understanding of being healthy is well supported. They are effectively supported to manage their own hygiene and personal needs. Staff consistently support children and remind them about why they are washing their hands. The nursery has a rhyme about germs that they say regularly to support children's understanding. Staff working with younger children introduce an understanding of good hygiene well, as they simply explain that they need to wipe their hands with a flannel. The nursery provides healthy recipes in the newsletter to parents and carers to promote healthy eating for children.

Effective support is given to help the pre-school children to feel prepared for going to school. The school uniform is part of the dressing-up clothes and children enjoy wearing this. Activities during the day reflect the school routines, for example, getting changed to do physical exercise.

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

The nursery effectively implements all the safeguarding and welfare requirements of the Early Years Foundation Stage. There are a number of measures in place to establish the ongoing suitability of staff. For example, the management team undertake regular observations of staff performance. Bi-monthly supervision provides an opportunity to discuss performance and identify any training or support needs. The provider takes effective action to put in place additional support when it is identified that staff may lack knowledge or skills.

Procedures for dealing with safeguarding issues are suitably established. Staff demonstrate a suitable awareness of signs and indicators of abuse and neglect and what to do if they have any concerns about a child. The nursery's policy on the use of mobile telephones and cameras within the setting is consistently implemented to safeguard children. Appropriate checks are undertaken to establish the suitability of adults at the time of appointment. Children's safety is suitably promoted with regards to the environment. All areas are well maintained and risks and hazards are minimised.

There is effective monitoring of children's learning and development, to ensure that they make good progress. As well as regular checks of staff planning, ongoing projects to monitor specific aspects of learning and development, such as the use of the outdoor environment, ensure that these are effective. The management team produce regular charts to track group progress, which provides useful comparisons to quickly identify any gaps in learning. Self-evaluation is thorough in reflecting on different areas of practice. A clear and relevant development plan sets out the areas for improvement for the future, including challenging targets. There are a range of opportunities for parents and carers to input their ideas and suggestions. These are implemented wherever possible, for example, the home link folder was established as a result of a suggestion.

Parents and carers receive useful information within the parent handbook and the

prospectus. This ensures they are informed about matters that affect the care of their child. Monthly newsletters keep parents and carers informed of events within the nursery. The use of a daily diary keeps parents and carers up to date and what their child has been doing during the day, for example, sleep times and food intake. Parents and carers are complimentary about the nursery, particularly the respect and trust they have in the staff. The nursery has relevant links with other agencies to support children's learning and development. For example, contact with the speech and language team, where there are concerns about a child's communication and language development. The nursery is proactive in sharing information with other settings that children attend. As well as a termly update on each child's next steps in learning, they also complete a daily record of children's achievements. This ensures that there is consistency of support for all children in their learning and development.

### **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>	EY232779
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	933861
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	110
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Woodville Day Nursery Partnership
<b>Date of previous inspection</b>	08/01/2013
<b>Telephone number</b>	01283 552277

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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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