

# Woodville Day Nursery

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

## Inspection date

13/12/2013

Previous inspection date

27/09/2013

## 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

- Children are excited and enthusiastic within this vibrant nursery. They enjoy a wide range of fun and interactive learning experiences, which help them to make good progress.
- Teaching is good because staff fully understand how to promote children's learning. Throughout the nursery, staff have high expectations for children and support them well. As a result, children make rapid progress.
- Children's safety is effectively promoted through the implementation of very good safeguarding and welfare procedures. Children are constantly supervised and cared for by suitable and skilled staff.
- Effective partnership working with parents and others means that there is a united approach to meeting children's needs. All children, including those with special educational needs and/or disabilities, are fully supported.

### It is not yet outstanding because

- There is scope to improve the planning and delivery of some adult-led activities within pre-school room 3 so that all children have time to show what they know and learning is maximised.
- There is room to enhance children's learning and enjoyment of song time in pre-school room 1, by making even better use of resources and space.

## 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 six playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the owner and the management team for the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

## Inspector

Jennie Lenton

## Full report

### Information about the setting

Woodville Day Nursery was registered in 2002 and is 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 36 members of childcare staff. All staff, apart from two, hold an appropriate early years qualifications, with the majority qualified to level 3 or above. One member of staff has Early Years Professional Status and another has Qualified Teacher Status.

The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 151 children attending, all of whom 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 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:

- revise the delivery of circle time activities in pre-school room 3 to take account of the other routines at the nursery, so that all children have time to show what they know and learning is maximised
- enhance children's enjoyment and learning during song time in pre-school room 1, for example, by consistently making good use of the space and resources available to make activities more interactive and visual.

## Inspection judgements

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

Children are enthusiastic and excited in this vibrant and buzzing nursery. Rooms reflect their current interests and provide a wide range of stimulating activities. For example, staff change the role play area in one of the pre-school rooms into an opticians, after children visit the local branch. Children test each other on the eye charts and even know the different parts of the eye as they consult the posters on display. They have great fun pretending to choose glasses and develop their literacy skills as they write out

appointments. Younger children also benefit from well-designed rooms. Babies independently crawl around their playrooms, accessing the outside area freely to play with shredded paper and enjoy stories and games in the fresh air. They snuggle up for bottle feeds and just to enjoy a cuddle with staff. Toddlers enjoy the challenge of wrapping presents in 'Santa's grotto' as staff teach them to use scissors and work out how much paper they need to cover a parcel. They play creatively in the home corner, pretending to make meals and serve cups of tea. They chat away to each other as they play, developing their communication skills and learning to share and interact positively.

Staff support children extremely well. They successfully teach them new skills and by the time they reach pre-school age they demonstrate an excellent understanding of phonics, in particular. This is a result of the effective teaching that runs throughout the nursery, introducing children to initial sounds in words from a very young age. For example, as children learn the days of the week, staff help them to remember what day it is by sounding the word out slowly. Consequently, even young children know that Monday begins with an 'm' and quickly start to recognise other words with the same sound. In pre-school room 3, the older children shout out with excitement when they know it is 'phonics time' and join in enthusiastically with the action songs that relate to the letters of the alphabet. They are keen to show what they know, discussing how a letter may have a different sound in some words. For example, they talk about the 'u' in unicorn sounding different to the 'u' in uncle. Some children have to leave during this circle time activity, however, as they only attend for the morning session and the activity is hurriedly brought to a conclusion before lunch. Therefore, there is value in reconsidering the timing of this activity to allow all children to fully explore their skills and optimise their learning and enjoyment. Staff also teach through group activities, such as song time. Children in pre-school room 1 develop their speech and language and also learn basic subtraction skills as they take part in action songs, such as 'five little monkeys'. This enables them to learn about number in an engaging way. However, children are not always able to see the number reducing as those representing the animal remain sat in a circle, therefore, when one is 'caught' this is not particularly visual. Consequently, there is room to enhance this activity by making better use of space and resources to demonstrate the reduction in number.

All children are making good progress towards the early learning goals. This also helps to prepare them well for their future learning and the move onto school. All children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making good progress. Staff successfully identify ways to help children move forward and use this to inform the planning of future activities. This ensures that planned events are of interest and are challenging to children to promote development. Planning is shared with parents and they are aware of the activities their children undertake. Staff consult with parents at the start of a placement to determine children's starting points and ensure that parents are kept informed as to their child's progress through home-link books, which include children's individual next steps in their learning and ideas to carry out at home. For example, a sheet is included with items for children to find when they go on a walk with their parents. They become 'nature detectives' as they identify the different seeds and leaves and parents report that they are impressed with their children's knowledge as they complete the activity with them. Staff also provide resources to enable parents to promote children's learning and enjoyment in

areas where they have expressed a particular interest. For instance, children enjoy a story and staff help them to make goat masks. They are able to take these home along with a storyboard to re-enact this with their families. This effectively consolidates and builds upon their learning, contributing to children's swift progress.

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

Children display positive relationships with the staff and each other. Settling-in sessions are offered, where parents slowly build up the time children spend at the nursery. Parents report that their children 'settle in quickly' as staff use these sessions to find out about each child's individual character, likes and dislikes. Staff provide favourite activities to help children settle to play and consequently, by the time parents are ready to leave their children they are usually fully engaged and happy to be left. This approach helps them to be emotionally secure. Information is collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed and taken account of. Where other special requirements are identified, staff work in partnership with other professionals and parents to ensure that every child receives the support they require. For instance, the nursery's designated officer for children with special educational needs works with parents to help them access specialised support and chairs meetings to ensure a consistent approach is taken across different settings. As the time approaches for children with identified needs to move to school, she liaises with reception class teachers and provides one-on-one support for children's initial sessions. This aids them in making the transition to school and helps all children to make the best possible progress.

Children are kept safe. All exterior doors are kept secure and a fingerprint system is in place to ensure that only authorised individuals access the nursery. Effective risk assessments ensure that all areas and equipment are fit for use. For example, the outside play areas are checked prior to the nursery opening so they are suitable for children to access. Children also contribute to the overall safety of the nursery as they make eye-catching posters to inform everyone about safety issues. For example, they have made a notice for the front door to remind parents not to let anyone else into the building. Children behave well. They know the rules of the nursery and understand that these are in place for their own well-being. Staff teach them to hold onto the bannisters as they go down the stairs and to put away toys so that others do not trip over them. Children play together harmoniously and display good behaviour. They know the 'golden rules' of the nursery and use their 'little voices' when they are inside. Children receive encouragement and praise from staff throughout the day, which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged as babies and toddlers enjoy free access to the outside area throughout the day. Older children also regularly use the outside areas, coming out for prolonged periods to enjoy the fresh air and use the challenging equipment. Children also enjoy music and movement sessions indoors, where they dance about creatively and shake maracas enthusiastically as they sing along to

songs. They are provided with a range of nutritious meals, which are all prepared on the premises. They tuck in enthusiastically to snacks of fresh fruit and enjoy home cooked meals, such as chicken hotpot.

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

Robust recruitment procedures are followed to ensure staff are safe and suitable to work with children. They all have a current Disclosure and Barring Service check and regularly sign to say that there have been no changes to their circumstances that affect their ability to work with children. Staff are also well qualified and the nursery benefits from having a qualified teacher and a member of staff with Early Years Professional Status, both of whom positively influence the standard of teaching and care within the setting. All staff attend regular training and are all required to complete key courses, such as, Safeguarding Level 1. Consequently, safeguarding procedures are fully understood by all staff. They understand the signs and symptoms that may indicate abuse and are clear about how to follow up any concerns. Their practice is underpinned by a full written policy, which also covers the use of mobile phones in the nursery. Staff know to keep their phones in the staffroom and all visitors to the nursery are requested not to use their phones on the site. This protects children effectively. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. Annual appraisals are in place to discuss strengths and weaknesses in practice and to identify any training needs.

The management team are fully committed to providing a high quality service for children. They are focused on driving the nursery forward and have addressed all the actions and recommendations set at the last inspection. The complaints policy has been updated to include a review of staff performance if it is relevant to the complaint received. Staff supervision sessions now include an evaluation of staff attitudes and behaviours to consistently ensure that the high standards expected are being met. Children's files include highlighted next steps in learning, which enables staff to quickly respond to children who are moving rooms, ensuring that their progression continues within their new playroom. The progress of all children is effectively monitored to ensure that staff are accurately assessing each child and providing appropriate activities to help them make the best possible progress. Room observations and peer observations are also regularly undertaken to help all staff improve on their practice. Self-evaluation is used to good effect and there is a strong commitment to continually improving and developing the nursery to provide the best possible approach to every aspect of care and education. The management team focus on specific areas and research ways to develop their practice. For example, they have recently looked at ways to support children as they move to school, highlighting ways to ensure they are emotionally ready to move on.

Staff build positive relationships with parents and chat to them on a daily basis about their child's achievements and well-being. They invite them into the setting for a variety of events, including parent's evenings, graduation ceremonies and other celebrations, such as Christmas parties. This approach enables parents to feel welcomed and a genuine part

of their child's care and education. Notice boards around the nursery provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular. This helps parents to support and develop their children's learning at home. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the nursery operates and providing details of how to make a complaint if they need to. Parent comments show that they are very happy with the care provided. They report that the staff are 'friendly and welcoming' and that the setting is 'brilliant'. They comment that their children are keen to attend, often asking 'Is it time to go yet?' as they wait to be taken to the nursery. The nursery also builds good links with other providers. Teachers from the local schools visit in the summer term to see the children who will join them in September. This enables them to see children in an environment that is familiar and comfortable to them and ensures that children know their new teacher prior to moving to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	945383
<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>	151
<b>Name of provider</b>	Woodville Day Nursery Partnership
<b>Date of previous inspection</b>	27/09/2013
<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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