

Woodend Day Nursery

136 Main Street, Repton, DERBY, Derbyshire, DE65 6FB

Inspection date

27/03/2014

Previous inspection date

09/11/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is rooted in a complete knowledge and understanding of the Early Years Foundation Stage. Staff have an excellent knowledge of how children learn, and provide a rich varied and imaginative educational programme, with precise assessment and planning for individual children.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other early year establishments.
- Children benefit from the exemplary relationships that exist between the nursery, their parents and other provisions that they attend. This provides continuity of care and learning for the children.
- Children are extremely happy, motivated and eager to learn. They join in all activities enthusiastically, often initiating and developing their own ideas and showing superb levels of independence, curiosity and imagination.
- Children make rapid progress in their learning given their starting points and capabilities because they receive highly individualised levels of support from the caring staff team.
- The management team provides inspirational leadership. Staff are extremely well supported and there is a culture of learning and development that means they are constantly improving and building on their existing skills. Children benefit as they are cared for by highly knowledgeable and enthusiastic staff.

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 looked at children's assessment records, planning documentation, evidence of practitioners' suitability and a range of policies and record keeping procedures.
- The inspector held discussions with the manager, with other staff members about their roles and responsibilities and spoke to children and their parents.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector held a joint observation with the manager.

Inspector

Janice Hughes

Full report

Information about the setting

Woodend Nursery was registered in 1995 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately managed from six rooms on the ground floor of converted premises in Repton, Derbyshire. The nursery has an enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children. It opens each week day from 7.30am to 6pm, 51 weeks of the year, excluding some bank holidays. Children attend for a variety of sessions. There are currently 122 children attending of whom 82 are in the early years age group. The nursery provides funded early education to two-, three- and four-year-olds. It also supports children with special educational needs and/or disabilities. The nursery employs 11 members of childcare staff, all of whom, hold appropriate early years childcare qualifications. Both the manager and deputy manager and a practitioner in the toddler room hold Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- build on the already high quality practice and activities with regard to children's problem solving skills, so that staff provide open-ended problems and encourage children to think about their own problems to solve.

Inspection judgements

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

Children are extremely eager to learn and are always engaged in fruitful activity. They display high levels of enthusiasm as they are encouraged to fully express their wants, needs and ideas. They are active participants in their own learning, often initiating activities, which the staff skilfully extend and develop. Processes to assess children's starting points on entry to the nursery include parents' views about what their children can do and as a result, staff have a precise baseline in place from which to measure children's progress. Staff involve parents extremely efficiently in their children's learning. They are invited to attend regular reviews and are encouraged to contribute regularly to how their child is progressing at home. Superb planning for learning is tailored to children's interests as staff listen and respond to their ideas. Staff observe and assess children systematically and maintain excellent written and photographic records of individual achievements. Children's next steps in learning are precisely identified and purposefully incorporated into activities. Learning journal records are used extremely well to record and identify children's consistent progress. Staff produce high quality, termly progress reports for parents, which show children's excellent progress in their learning and development through the seven areas of learning and towards the early learning goals. These also

include the progress check at aged two, which is very successfully implemented. Children with identified special educational needs and/or disabilities receive an excellent level of additional support and are, consequently, also making strides in their learning. Staff adapt activities to include all children and set realistic targets to help them achieve their goals. Staff work well together to provide an excellent stimulating and engaging nursery where children are confident to explore and acquire skills for future learning and their readiness for school.

The outdoor area is accessible to all age groups providing opportunities to play outside as they choose. This is a particular focus for children with a current interest in digging for 'treasure'. They demonstrate excellent physical skills as they dig an enormous hole. They proudly tell the inspector 'We will fall through it soon' and 'We will go straight to the bottom'. They are very confident and know what they are doing. Staff promote this extremely well. They make wonderful suggestions, such as 'what else might we find in the soil?' This encourages children to hunt for worms and mini-beasts. Planting and growing has emerged from this and children are growing tomatoes, bulbs and seeds to further their knowledge and understanding of the world. This is extended further as children feed animals who live on the nursery grounds, they enjoy watching and feeding, lambs, sheep, goats and chickens. An extensive range of suitable climbing and balancing equipment, ball games and space to run around enables children to develop their physical skills extremely well. Children's early writing skills are developing exceptionally well as even young babies are encouraged to make marks in a variety of mixtures. Older children recognise their own names in print, look for letters on a community walk and make accurate attempts at writing their names on their artwork. During role play, they enjoy using writing for a purpose as staff make sure writing materials are included in the home corner areas. Children have fun dressing up as shop keepers and recording labels for the shop and write shopping lists. All children enjoy stories which are read exceptionally well throughout the nursery and helps develop children's literacy skills. Mathematical skills are also well-promoted. Pre-school children learn basic calculation skills as they are involved in baking activities, which also incorporates weight and volume. Children are highly confident and capable in their use of number names, counting, sorting and matching. They enjoy sharing what they can do with adults. For example, toddlers confidently sit with staff counting out cotton reels, sorting and matching the colours. Pre-school children use their mathematical skills and imagination as they work cooperatively to build a garage with different sized bricks. However, there is scope to further extend this already excellent type of activity by providing extended problems for children to solve. For example, how they are going to make the garage stronger to prevent it falling over.

Teaching techniques are extremely effective as all staff are fully trained and recognise when to intervene and when to allow children to play independently. For example, while children dress up as 'Princess' and 'Pirates' and dance around, staff put music on and they dance rhythmically, with excitement and enthusiasm. They offer excellent support to children, extending their play with new ideas or by asking pertinent questions. Staff are vigilant in ensuring all children reach their maximum potential. Staff members are on-hand and expertly capture children's interest in their play. Through excellent well-planned, purposeful activities and the engagement of staff in children's play, children's communication skills, vocabulary and language are developing at a high rate. For example, pre-school children talk constantly about their experience of going to fetch the fruit from

the shops as they engage in making fruit salad. They widen their conversation as they print using the fruit and explain their drawing of strawberries extremely well to the inspector. For instance, 'My strawberry has soft green leaves on the top'. Babies are nurtured as they progress in their physical development. They pull themselves to standing at a low-level unit, developing balance and coordination as they pull out drawers, the contents of which they explore and toss onto the floor. They respond with smiles as staff join them on the floor to investigate their finds. Natural materials, including wooden utensils, different textured materials and shaker bottles with sand, glitter and beans, all encourage them to feel, hear and see. They squeeze plastic bottles delighting in the crackling sounds they make. Children aged two to three years drizzle glue and explore tissue paper, swirling it around in their hands; some of this eventually ends up on paper demonstrating their creativity. To enhance their creative skills and help develop their listening skills, toddlers explore the sounds musical instruments make as they make soft and loud sounds. Staff constantly talk to and converse with toddlers in their activities. They positively engage and encourage them to express their feelings, such as smiling and squealing with delight, when they knock down towers they have built with the play diggers. The superb learning environment alongside exemplary planning and monitoring of the learning programmes ensures that children are given an amazing range of opportunities to learn and develop. This, coupled with the professionalism, genuine warmth of staff and an individualised approach towards care and learning, means children cannot help but thrive.

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

Staff are keen and dedicated, always striving to provide excellent care. A first-class key person system is in place, which helps both parents and children to build strong relationships with a designated member of staff. Children are supported by highly skilled staff whose prime role is to ensure they settle and form caring relationships in, what for many is, their first step away from home. Staff consistently meet the care needs of each child and respond sensitively to them as individuals. Staff are extremely attentive, providing genuine warmth and affection to every child. This enables all children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy and relaxed, expressing themselves fully as they engage in play and develop skills for future learning. Babies show very strong attachments as they seek out staff for comfort, snuggling in for cuddles and stories. Children's care is managed highly efficiently. Throughout the nursery children are extremely happy and very well settled. They are highly confident as they engage in conversations and welcome visitors, including children that are on visits to the provision. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. The nursery has a very strong commitment to supporting positive behaviour through praise and encouragement. A precise policy and monitoring of staff working practice is established to ensure any negative behaviour is managed in ways that sensitively help children to understand and manage their own behaviour. Their behaviour is exemplary and their level of concern for others is high. Consequently, in all areas of the nursery the environment is

harmonious with children sharing and taking turns and working cooperatively together and alongside each other.

The learning environment is a haven for children. Children enjoy activities equally indoors and outdoors choosing where they prefer to play. Superb resourcing ensures that all age groups have a fantastic range of age-appropriate activities and toys to meet their needs. The environment is rich in displays that provide places for staff to put children's art and craft work. These wonderful areas promote a sense of belonging for children, which in turn provides them with good self-esteem. Subsequently, children's confidence builds effectively each day. An emphasis on developing self-care and independence means children are able to address their personal care needs. Self-help and personal care is addressed independently as staff trust children to carry out well learnt routines. The excellent level of child-initiated play enables them to express their ideas confidently, while opportunities for open-ended play ensure that they are able to see their ideas through to fruition. This provides them with a sense of achievement, promoting a positive attitude towards new activities and enabling them to be ready for their next stages of learning. Excellent links with the local schools, nurseries and other early years establishment also aids moves. Reception teachers visit the nursery and meet the children and visits to local schools are also arranged. The nursery also helps children to cope with moves around the nursery, providing them and their parents with a tour as they move into a new base room. Key persons spend time with the children to build up the visits to ensure their moves are smooth and that firm attachments with the child's new key person can be made.

Children have a mature understanding of safety. They understand the boundaries which are displayed, as they have contributed to the poster with their own drawings and comments. They take part in regular evacuation drills and staff provide some excellent opportunities for them to learn about health and safety in a fun way. For example, they arrange a visit from the fire service and have visits from a doctor and nurse to learn about keeping healthy. Safety within the provision is highly monitored. Children are unable to leave unattended and the secure entrance prevents people entering without the knowledge of the manager or staff. All children enjoy healthy, nutritious foods at snack and meal times. Specific dietary needs are discussed and recorded and staff ensure these are met as they inform the cook who presents alternatives to match the main menu. Tuna pasta bake is presented to children for lunch. Children eat well, coming for second helpings, for which there is plenty. Children's health and well-being is promoted extremely well. They are provided with healthy balanced foods for lunches and snacks. Food is cooked on the premises. Pre-school children show high levels of independence as they help serve themselves and clear away their own plates. All children know and follow robust hygiene procedures with no prompting from staff. They know to wash their hands before eating and after using the bathroom. This demonstrates an excellent awareness and understanding of their needs and personal hygiene.

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

There is a first rate management team in place with the owner and manager of the nursery very effectively leading from the top. They have extremely high expectations for the nursery and their combined skills, dedication and strength of character have resulted in outstanding levels of care and learning being delivered to all children. Their enthusiasm for quality childcare is tangible and infects all the staff, from the most senior to the most junior. All staff fully understand the signs and symptoms that may indicate abuse and know how to report any concerns. All staff receive training in this area and a full written policy is in place to support effective practice. The manager takes responsibility for any safeguarding issues and ensures that any incidents are followed up appropriately. Children's safety is paramount and supported by a staff team knowledgeable in safeguarding procedures. They know precisely the steps to take should they have concerns about children or those caring for them. Therefore, children are protected from harm and any issue relating to staff conduct is addressed. Recruitment procedures are very robust and this ensures all staff are vetted before they start with the nursery. As a result, all staff are suitable to work with children. The environment is fully risk assessed and all external doors are locked and secure. This ensures children learn in a safe environment without restricting their development. Very comprehensive policies and procedures work highly effectively to provide an exceptionally well organised and caring environment where children receive highly individualised care. Staff have an exceptional knowledge of each child's backgrounds and needs and ensure the environment reflects all children's lifestyles and all aspects of diversity.

Management have high aspirations for quality, achieved through systematic and inclusive self-evaluation. The views of children, parents and carers and staff serve to identify strengths and drive improvement. They are exceptionally successful in inspiring the dedicated staff team to work towards and sustain ambitious targets. High expectations are embedded across all areas and, consequently, outcomes in children's achievements and well-being are outstanding. There is an excellent attitude towards personal development and staff embrace change as they are fully supported with in-house training. All staff are confident in their roles and have high levels of motivation. Children benefit as they are cared for by knowledgeable staff and they also pick up on this atmosphere, having a positive attitude towards their own learning and development. The nursery uses self-evaluation successfully to identify other future priorities and robust action plans are put in place to monitor progress. For instance, management identified a need to focus on children's individual learning styles to better support them. As a result, training was provided to all staff and children's next step sheets now include the identification of their preferred learning style so that activities attract them. This is regularly reviewed to assess the impact of new ways of working and early indications suggest that children are now progressing even more rapidly than before. There are rigorous systems to observe, assess and monitor each child's development. Staff complete a tracking document to monitor and review children's attainment across all areas of learning. Management collate information to monitor the delivery of education and to ensure all areas are equally covered. Monitoring of staff working practice is addressed through induction, supervisions and appraisals to ensure they remain suitable to work with children and understand their responsibilities.

Excellent partnerships exist with both children's parents and other professionals who have an input into children's care. Staff make considerable effort to engage all parents,

ensuring that children's needs are fully discussed prior to and during their time at the nursery. Where special educational needs are identified, the management ensure that this is fully researched and discussed with parents so that the best possible care can be provided. Consequently, children with additional needs are superbly supported as staff are fully aware of any conditions, how to avoid problems and how to deal professionally with any issues. Parents are warmly welcomed into the nursery and encouraged to attend open evenings and open days to find out more about the nursery and how to support their children at home. Parents' views are sought informally through discussion and formally through questionnaires. Parents comment that they 'have every confidence' in the staff and that they are very impressed with the way that their children are known and treated as unique individuals. They appreciate the 'very secure but homely nursery' and consider the care to be 'excellent in every way'. The nursery works effectively with others, such as health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. The nursery is constantly striving to improve the already excellent partnerships they develop with children and their extended families. Parents and carers are provided with comprehensive information about the early years provision through regular newsletters, informative noticeboards and clear and concise written policies. The views of parents are sought and recorded in written questionnaires which are summarised and displayed in the nursery. Parents show complete satisfaction with the setting and value the excellent standards maintained in a welcoming and caring environment. Parents participate fully in supporting home nursery links, such as 'rhyme time' and taking home 'Billy bear'. Both these activities help to promote the children's learning as well as promoting excellent two-way partnership with parents.

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	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

Unique reference number	206335
Local authority	Derbyshire
Inspection number	871137
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	122
Name of provider	Ninetta Lowe
Date of previous inspection	09/11/2011
Telephone number	01283 704555

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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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