

Wooldale Early Care and Education Centre

Wooldale Road,, Wootton, Northampton, Northamptonshire, NN4 6TP

Inspection date	03/03/2014
Previous inspection date	16/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Recruitment and safeguarding procedures are robust. This ensures children are well protected and given high priority at all times.
- Staff build positive relationships with the children and their families. Children are happy, settled and secure, which successfully supports their emotional well-being.
- Children thoroughly enjoy the range of nutritious food provided. They eat well and as a result their health and well-being is effectively promoted.

It is not yet good because

- The quality of teaching is occasionally variable across the nursery and is not always sufficiently focussed to fully challenge children's learning. Therefore, children's learning and development is not always fully maximised.
- Staff working at the out of school club do not effectively complement the children's learning and development in settings in which they spend more time. As a result, children are not always helped to make best progress.
- Procedures to monitor recent changes, the quality of teaching and the delivery of the education programmes are not fully embedded in practice. As a result, the quality of teaching is variable and children's needs are not always consistently met.

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 had a tour of the premises during the inspection.
- The inspector observed activities in the three playrooms and the outside environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the regional manager, the early years quality and improvement manager and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners 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 setting's own parent survey.

Inspector

Ann Austen

Full report

Information about the setting

Wooldale Early Care and Education Centre was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by Bright Horizons Family Solutions Limited and is situated in a purpose-built single storey building within the grounds of Caroline Chisholm School in the Wootton Fields area of Northampton. Children attending the nursery have access to three designated rooms and an outdoor play area. The out of school club operates from a room within the primary school and children also have access to the playground, hall and dining room. The nursery and out of school club serves the local area and is accessible to all children. The nursery and out of school club employs 25 members of childcare staff. Of these, 22 members of staff hold appropriate early years qualifications at level 2 and above, including three members of staff with level 6 qualifications, one of which has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm at the nursery. The out of school club operates from 8am until 8.45am during term time and from 3.15pm until 6pm and 8am until 6pm during the school holidays. Children attend for a variety of sessions. There are currently 109 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching to ensure all children make good progress from their starting points in every area of learning by providing challenging activities that are fully matched to their learning needs
- complement the children's learning and development in settings in which children spend more time by using information received from other providers to plan complementary learning.

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

- embed systems to monitor the overall quality of the nursery, including the quality of teaching and the delivery of the education programmes so that children make good progress.

Inspection judgements

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

Children generally enjoy their time at the nursery and have opportunities to participate in a range of suitable activities across the seven areas of learning. For example, staff support children's enjoyment of books. They share stories and ask open ended questions which encourages children to think and talk about the characters and pictures. Older children are encouraged by the staff to give meaning to the marks they make. For example, children make marks on paper and say 'this is a letter for daddy'. Staff are beginning to develop older children's mathematical development. They encourage children to count and support them to differentiate between the different sized bears. In addition, young children participate in role play and enjoy using their fingers to enjoy the sensory experience of making marks in the paint. However, the quality of teaching is variable and requires improvement because children do not always participate in challenging learning experiences. For example, older, more able children in the pre-school room are sometimes provided with art activities that lack sufficient planning and challenge. In addition, the range of materials are insufficient to fully stimulate children's creativity and ideas. As a result, noise levels rise, children occasionally misbehave by using the scissors inappropriately and learning opportunities are not maximised during this time. Furthermore, older or more able children are occasionally not provided with challenging activities that are fully matched to their learning needs while playing outside. For example, children who can already competently manoeuvre wheeled toys are not effectively challenged to develop these skills further. As a result, older children occasionally manoeuvre the wheeled toys too fast, which compromises the play and learning of others around them. In addition, staff occasionally spend too long wiping the tables after creative art activities and supervise the children while playing outside instead of extending their interests and learning. Furthermore, staff working with the babies are sometimes fully stretched to ensure their care needs are met. Subsequently, the quality of teaching for the remaining children is occasionally compromised because staff are unable to continue to offer stimulation and challenge at this time.

During each child's induction staff 'All about me' information is obtained from parents on what their child already knows and can do. This information is then used to aid the settling-in and initial assessment process. Staff subsequently make observations of children's learning in different circumstance to identify their interests, different learning needs and physical abilities in order to monitor and track their progress. This information is then recorded in the children's 'learning story' and is supported by a range of photographs of them participating in different activities. In addition, staff complete the progress check at age two. This enables staff to identify children's strengths, and any areas where their progress is less than expected. Staff share daily communication forms with the parents and parents can talk to their child's key person daily. Parents can view their child's 'learning stories' at any time and are invited to consultation evenings. They are encouraged to add information on the 'wow walls' in each room about their child's ongoing learning at home. In addition, parents are welcome to borrow books to share with their child at home.

Children's progress in the prime areas of learning supports the key skills needed to help in the next steps of their learning, including school where appropriate. For example, children's listening and language skills are enhanced during their participation in planned music sessions run by an external music teacher. Younger children enjoy singing rhymes, such as 'the wind is blowing the washing on the line'. They enthusiastically bang the musical instruments and learn to distinguish between loud and soft sounds. Older children sing songs and play games to develop their awareness of phonics and the syllables of different words, such as 'caterpillar' and 'spider'. In addition, staff working with toddler aged children support their developing language by using language associated their activity, such as 'press' and 'flatten' as they play with the dough. However, older children are not always actively encouraged to use language to describe what they are doing as they play. Children with special educational needs and/or disabilities and children who speak English as an additional language integrate within the group. Staff use English language in the context of the children's play and provide appropriate resources to support their learning. As a result, children are beginning to develop their vocabulary in English. Children enjoy attending the before and after school club and holiday provision. They have fun and demonstrate a positive attitude towards their play after a busy day at school. For example, children make pizzas and 'chocolate treat' apples to celebrate Halloween. In addition, children play board games, participate in creative art activities and enjoy building structures out of construction materials, such as the large wooden building blocks. Staff effectively join in and support children as they play. For example, staff support children's ongoing literacy development by encouraging them to read simple sentences. Staff complete observations of the younger children and use this information to plan age appropriate activities. However, where children spend the majority of time at other settings, staff do not yet seek additional information to further enhance older children's ongoing learning and development. As a result, the learning and development of older children is not always sufficiently complemented.

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

All children and their families are warmly welcomed into this friendly nursery and out of school club. Staff build positive relationships with the children and all children have a key person. They display warmth and affection towards the children which successfully supports their confidence and emotional well-being. As a result, children confidently separate from their carer, are happy around familiar adults and seek reassurance as required. Children are supported appropriately in their transition from home to the nursery. Care is taken to gather information about each child's family and background. For example, information is obtained about children's daily routines, favourite toys and any known medical and dietary requirements. This promotes continuity in the children's care and supports their continual well-being. In addition, settling-in sessions are offered and parents support is provided through reassurance and telephone communication once their child has started at the nursery. Parents are informed in advance before children move rooms. Children are gradually introduced to their new room and to their key person and all previous care and developmental milestones are shared. As a result, children settle well and form new relationships with the children and staff. In addition, staff effectively

prepare and support older children as they move onto to other early years settings and into reception class at school. For example, all children visit the reception class at the adjoining school. In addition, staff read stories to children about going to school and support them to develop effective personal hygiene routines, such as washing their hands and dressing appropriately after using the toilet. In addition, staff share the companies 'ready for school programme' with the parents. This literature provides helpful information about how parents can support transitions into school.

Staff working at the nursery and out of school club create a safe, welcoming environment where children can independently access a range of suitable resources and materials. However, staff in the nursery do not always make the best use of the resources to support their teaching. As a result, children are not always engaged in good quality and appropriately challenging learning experiences. Staff are deployed appropriately and know how to deal with safeguarding issues. Children demonstrate that they feel safe around the staff, seeking reassurance and support if needed. In addition, staff use 'Candy floss' the zebra to reinforce messages about safety and how to stay safe. For example, messages about keeping play areas safe, crossing the road and to be careful around water. Staff promote children's self-esteem because they regularly praise children for their good efforts and achievements. Most children behave appropriately for their age. This is because staff support children from a young age to gain an awareness of behaviour boundaries. For example, children are encouraged to show respect, to share and take turns. In addition, older children have recently formulated their own rules and boundaries, such as children using 'walking feet' and 'inside voices'. However, there are occasions where the behaviour of some children in the pre-school room disintegrates. This is because activities sometimes lack challenge and less confident staff do not always actively remind children of, or make their expectations of behaviour clear. Consequently, noise levels occasionally rise and some children become intimidated by the behaviour of others. In addition, older children occasionally resist instructions which results in them running with and using the scissors inappropriately, which compromises the safety of themselves and others. In addition, the safety of younger children is occasionally compromised while playing outside. This is because older children sometimes manoeuvre their wheeled toys at speed and are not told to stop by the members of staff. Children at the breakfast and after school club behave well. They effectively share resources, take turns and learn to respect others and learn to look after their environment and resources.

All children enjoy playing outside in the fresh air and are encouraged to be physically active which aids their continuing well-being. For example, children balance on the balance beams and play hide and seek and hop scotch games. Clear systems are in place to inform the cook and staff of any health or dietary issues the children may have and records are kept of any accidents or any medicines administered. Children, including older children who attend the breakfast and after school club, are provided with healthy, balanced and nutritious meal and snacks and have access to fresh drinking water throughout the day. For example, the cook produces freshly prepared vegetable chilli, broccoli quiche, fruit slice and custard. The nursery has been awarded a five star food hygiene rating. Children thoroughly enjoy their food. Meal times are social occasions as children sit chatting to their friends. In addition, staff use this opportunity to encourage good manners and develop the children's conversational skills. Children's independence is actively encouraged; they learn to serve themselves and pour themselves a drink of water.

In addition, younger children learn how to use appropriate cutlery to feed themselves. Staff prepare formula milk for babies and keep records of the times that they have been fed. This helps to ensure that they receive the bottles as required and keeps parents effectively informed of their child's feeding routines. In addition, babies and toddlers are provided with comfortable areas to rest and sleep. Staff encourage children to develop good hygiene practices in order to reduce the risk of infection. As a result, older children know that they need to wash their hands before lunch. In addition, staff clean the tables and high chairs with anti-bacterial spray and wear aprons and gloves to serve food.

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

Child protection procedures and practice are robust. Management and staff have a good understanding of the different types of abuse and indicator signs that would raise concerns. The manager has completed advanced safeguarding children training and knows how to make a referral. The management is able to implement their policies and procedures effectively to safeguard children, including the action to be taken in the event of an allegation being made against a member of staff and the use of mobile phones and camera in the nursery. They inform relevant authorities and follow advice appropriately, ensuring the safety of children. Managers implement secure recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them. For example, appropriate Disclosure and Barring Service checks are carried out on all adults before they work with the children. A good range of written policies and procedures support the management of the provision. For example, clear procedures are in place for dealing with concerns and complaints, including maintaining a written record of any complaints and their outcome and a behaviour management policy is in place. Managers and staff effectively risk assess the premises and equipment in order to remove or minimise risks. Consequently, the environment is safe and secure. For example, security systems ensure children are unable to leave the premises unsupervised and that no unwanted visitor is able to access the nursery. Visitors are asked to provide full identification and are asked to sign into the visitors' book. In addition, reception aged children are taken and collected from their classrooms at the beginning and end of the school day. This ensures they remain supervised at all times.

The nursery has recently undergone a number of management and staff changes, including the appointment of a new manager and the return to work of several senior members of staff who have been on maternity leave. The newly appointed manager and the regional management team acknowledge that improvements need to be made and demonstrate that they are committed to the continual development of the whole provision. The management team ensure that staff hold appropriate levels of qualifications according to their post and their ongoing professional development is valued. They plan to reintroduce regular supervision meetings and staff appraisals are due to be carried out shortly. In addition, the manager ensures staff are able to book 'cafe' time where they are able to have an informal chat with management about any immediate issues and concerns. The manager is currently spending time monitoring the quality of teaching and the delivery of the educational programmes. This includes checking the children's

development record folders to ensure they are up-to-date and next steps are clearly identified across all areas of their learning and development. In addition, management use cohort tracking documents to monitor children progress and any potential gaps in learning where additional support may be required. However, to date, the impact of the recent changes and the procedures to monitor staff performance cannot yet be measured because new procedures are not fully embedded in practice. As a result, the quality of teaching is occasionally variable, which means that not all children make good progress in relation to their starting points. Management and staff are currently using self-evaluation to collate an overview of the provisions strengths and weaknesses, including obtaining the views of parents. As a result, management is beginning to formulate an action plan to implement the required improvements. In addition, the setting welcomes support from local authority development workers with regards to improving practice. Recommendations raised at the last inspection have been met.

Management and staff develop sound relationships with parents. Comments received from parents are complimentary regarding the care and learning provided. Partnerships with other providers who deliver the Statutory framework for the Early Years Foundation Stage are established. Reception teachers are invited to the nursery to meet and begin to develop relationships with the children. In addition, information about the children's care and learning needs is exchanged in order to provide continuity in the children's ongoing learning and development. For example, staff complete 'transition' documents. Children are also invited to see animals that are visiting reception children and are invited to the school pantomime. Management and staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. For example, procedures are in place to seek expert advice from other professionals should the need arise.

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	EY293232
Local authority	Northamptonshire
Inspection number	952487
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	109
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	16/06/2009
Telephone number	01604 877509

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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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