

Woodlands

Asfordby Road Sports Ground, Asfordby Road, Melton Mowbray, Leicester, LE13 0HR

Inspection date	12/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The provider and manager conduct rigorous safety and safeguarding procedures, which are highly effective in practice. This secures children's safe care and well-being.
- Staff provide a broad range of exciting outdoor learning opportunities, which ignite children's curiosity and interest. This significantly enhances children's enthusiasm for learning.
- Staff use their expert teaching skills and knowledge to guide and inform their accurate assessments of children's individual needs and progress. Consequently, they plan and tailor activities to significantly enhance children's learning experiences and achievements.
- Highly effective partnerships with parents, childcare advisers and agencies, along with other partnership settings, are successfully established. This enables all staff to share and develop best practice ideas, which contribute significantly to children's all round development and school readiness.
- Key persons are extremely caring, sensitive and attuned to all children's needs. Children's health, safety and well-being are given the utmost priority and as a result, children are nurtured and exceptionally well cared for.
- Highly effective self-evaluation and reflective practices, involving staff, children and parents, are used to continually reassess the provision, generate new ideas and maintain continual improvement.

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 all areas of the nursery and conducted a joint observation of a planned activity with the manager.
- The inspector held discussions with the provider, manager and staff and spoke to a number of children present on the day of inspection.
The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector took account of the views of parents spoken to at the inspection and from written information included in the provider's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Woodlands was registered again in 2013 as a limited company on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Melton Mowbray, Leicestershire. The nursery is one of two settings owned by Park Lane Kids Limited. The nursery serves the local area and is accessible to all children. It operates from three rooms in a purpose-built building, in the grounds of a leisure park and there is an enclosed area available for outdoor play. The nursery employs 18 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. The provider and manager both hold qualifications at level 6. The manager also holds Early Years Professional status. The nursery opens Monday to Friday all year round, from 7am until 6.30pm. Out of school care is provided before and after school and during school holidays. Children attend for a variety of sessions. There are currently 197 children attending, of these 85 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.

What the setting needs to do to improve further

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

- enhance the already very good programme for communication and language, for example, by providing even more opportunities for all children to continue to express their thoughts and ideas in smaller groups and during their spontaneous play.

Inspection judgements

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

Teaching is exceptional because staff use their expert skills and knowledge to create inspirational learning experiences for all children. Staff use the outdoor learning environment exceptionally well, to capture the individual interests of children and to ignite their fascination and curiosity in the natural world. Consequently, children freely explore and actively engage in a broad range of exciting and enjoyable activities, which help them to make rapid progress towards the early learning goals. For example, boys and girls use a varied range of tools, such as magnifying lenses, sticks and spoons to explore the ground, as they search for small creatures and insects. They exclaim expressions of awe and wonder as they discover the lifestyles and habitats of worms, slugs, spiders and newts. Staff expertly demonstrate how to be inquisitive and at the same time taking care not to hurt or damage the creatures and their homes. This leads to interesting and in-depth conversations about how living things survive and stimulates children's individual curiosity and interest. Staff skilfully introduce questions, which encourage children to think about and name the size, shape and features of different insects. As a result, children develop

their critical-thinking abilities and mathematical understanding. This prepares them very well for their next stage in learning and school.

Staff use an innovative range of resources and materials, such as plastic crates, wooden planks and metal containers, to create outdoor kitchens. Here, children collect water and other tools and utensils, which they use to enhance their imaginative play and games. They chatter happily and work cooperatively together to make pretend pizzas, dinner and cake, as they re-create familiar experiences in their own lives. They delight in transferring soil and water between different containers to make mud and carry water from the bathroom to add meaning and purpose to their role play games. Children who speak English as an additional language are beginning to communicate their own ideas and join in with larger group activities. Staff use their expert knowledge of how children learn and develop, to enable them to build on their own creative ideas. They provide exciting sensory opportunities for children to try new things and test out their own ideas, for example, in the shaving foam play tray. As a result, children actively explore using their senses to smell and feel the texture of the soft foam on their skin and hands. They initiate and talk about their own imaginative ideas, as they make patterns with a stick and create a 'tall mountain' and a 'messy monster' out of the foam peaks. Children enjoy digging in the sand and observe how the vehicles make patterns and lines as they push them forwards and backwards. Babies and young children freely access the sand and flour play trays, under close supervision, which enables them to safely explore a variety of textures. Children talk excitedly about their favourite story super-hero characters during their spontaneous conversations, showing high levels of interest in fiction. They seek out quiet and cosy places when they wish to look at books and listen to stories. Staff skilfully interact with all children to significantly enhance their literacy development, by asking them to recall story sequences, using French and English vocabulary, in a fun and inspirational way. This develops children's early interest in reading for pleasure and purpose. Key persons use circle group activities exceptionally well to ignite children's enthusiasm for learning. They introduce visual prompts to capture children's interest. They add an element of excitement and anticipation, as children wait to discover what is inside the 'special box'. Staff expertly ignite thoughtful conversations about what children know, understand and need to learn next. As a result, children learn how to think, question and find things out. For example, they know that they can blow into a balloon to make it inflate. They learn how to use a mechanical pump to blow a balloon up to a bigger size. Children hold tightly onto the neck of the balloon until it is time to let it go up into the air. They express high levels of excitement and joy, as they laugh and giggle at the sounds the balloon makes when the air come out and the speed that it travels when they let it go. Managers and staff skilfully evaluate their practice, noting children's responses and interactions to guide and inform their observations, assessment and next steps planning. As a result, they quickly identify what they need to do next to provide further opportunities for some children to benefit from smaller group activities, in order to expand their listening and concentration skills. There is scope, however, to increase opportunities for children to express their thoughts and ideas in smaller groups and during their spontaneous play.

Parents are kept very well informed about each stage of their child's development and how to support their child's learning at home. Staff value parents' contributions about children's home lives, special family events and holidays, which are celebrated in children's

learning journals. These high quality partnerships ensure that planned activities and spontaneous discussions are tailored towards children's individual interests, background and culture. As a result, children thrive in a stimulating and inclusive environment. Staff build very strong partnerships with the schools that children attend, by visiting with the children prior to them moving onto this next important stage. This helps children to transfer to new situations with confidence and enthusiasm.

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

Staff create a warm and friendly environment throughout the nursery. They greet children with bright smiles and welcoming voices, which help children to feel valued and to separate happily from their parents. Babies and young children receive close and nurturing care to help them feel comfortable and settled. Pre-school children comment that they like coming to nursery to play with their friends and to dig in the sand. Children form strong bonds with their key person and know who to go to if they need help and to feel safe. Staff encourage children to become independent from an early age. For example, they keep a close eye on babies as they play and explore. They help young children learn how to put their wellingtons on the right way round and how to wash and dress themselves. Pre-school children demonstrate high levels of independence, as they make considered decisions about their play and self-care routines. Consequently, babies manage to get themselves safely down low-level steps to move between the indoor areas and the garden. Toddlers gain increasing control over their fine movements and develop a clear understanding of the routines of the day. Pre-school children begin to take full responsibility for their own needs. This excellent practice ensures that children remain safe and are emotionally secure.

Key persons exchange timely and detailed information about all aspects of children's care and learning, in readiness for when children move between rooms. They engage parents and other childcare providers in this information exchange, so that a full picture of what each child likes and can do is obtained. This promotes continuity for each child, so that they smoothly progress to their next stage.

Staff support children's behaviour very well, offering positive praise at every opportunity to enhance their sense of pride and well-being. They allow children to express their emotions through positive discussion and gentle guidance to calm their boisterousness and frustrations. This helps children to understand rules and expectations and to behave in a thoughtful and considerate manner. Trainee and volunteer staff follow the excellent practice of their mentors, by giving children time to talk about their own interests during meal and snack times. They interact positively with the children and listen carefully to what children say. This creates a relaxed and sociable atmosphere, where children form strong bonds and positive relationships. Children develop a very good awareness of why it is important to keep themselves clean, to prevent being 'poorly from germs'. They benefit from nutritious meals and drink plenty of fluids and play outdoors throughout the day, which provides ample opportunities for fresh-air and exercise. Staff follow rigorous sun-safety procedures to ensure that children are protected, so that they can continue to play safely outdoors in the shade. Children are physically active and sleep and rest according to their individual needs. This successfully promotes their healthy growth and development.

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

Staff demonstrate an excellent understanding of safeguarding procedures and they are highly trained to recognise the signs and symptoms of abuse. Trainee staff know what to look for and how to refer their concerns to the designated safeguarding person in the nursery, or directly to the relevant agency if necessary. The manager conducts rigorous safeguarding audits, to ensure that procedures are effective in practice and to check that all staff have up-to-date knowledge of the referral and allegations procedures. This protects children from harm and abuse. The provider and manager implement secure recruitment and vetting procedures, to ensure that staff hold relevant qualifications and experience for their role. They obtain essential Disclosure and Barring Service checks and references for each adult working on the premises, to verify their suitability. This is rigorously followed-up at regular individual meetings and annual appraisals, to ensure that there are no concerns regarding staff conduct and continuing suitability. Risk assessments are thorough and include all aspects of the provision. The manager oversees the transportation of children to school, to ensure that appropriate safety procedures are followed.

The provider and manager demonstrate an excellent understanding of the educational programmes. They are highly qualified in early years practice and provide excellent levels of training and support for staff, trainees and volunteers. This significantly enhances staff's skills, knowledge and expertise. As a result, children benefit from an exceptional programme of inspiring and motivating learning activities, across the seven areas of learning.

Self-evaluation forms a key part of the manager's review of effective practice. She takes full account of the views of staff, parents and children, to bring about continuous and innovative improvements and to share best practice ideas with other professional organisations. For example, she has introduced a more simplified planning system, which helps staff to clearly link children's interests to more play-based learning. The recently introduced 'mud kitchens' have enabled children to explore and interact more with nature, developing their sensory explorations and understanding of the world. Further improvements are already underway to include other exciting learning experiences, such as installing a series of moveable pipes in the garden, so that children can create their own waterfall wall. The provider and manager take account of previous inspection recommendations and consult with their other nursery, to drive forward new initiatives. As a result, staff have introduced children to re-cycling projects to enhance their understanding of environmental issues. In addition, the manager and pre-school staff are leading initiatives to include lunch-time provision in a neighbouring hall, to enhance transition activities as children reach school age. Partnerships with parents, schools and all other professional organisations, such as specialist health and education advisors, are highly effective in practice. This ensures that the needs of all children are promptly identified, so that they receive early support and continue to progress.

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	EY467495
Local authority	Leicestershire
Inspection number	946625
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	197
Name of provider	Park Lane Kids Limited
Date of previous inspection	not applicable
Telephone number	01664562277

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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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