

Woodlands Day Nursery

1 Park Road, Birstall, Leicester, Leicestershire, LE4 3AX

Inspection date	02/05/2014
Previous inspection date	28/08/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff work successfully with parents and other professionals, and securely support children in meeting their learning objectives. As a result, children make good progress in their development.
- Staff effectively support children in building secure relationships with those around them. They successfully help them to understand the importance of safety through their own behaviours. As a result, children are emotionally prepared for, and accept, changes as they occur.
- Staff effectively support children's understanding of healthy lifestyles. They provide many opportunities for them to develop self-care skills and independence. As a result, children become confident and show a positive attitude towards learning new skills.

It is not yet outstanding because

- Occasionally, staff do not ask children useful questions to encourage them to think critically and find solutions to problems. This means that they miss opportunities to maximise children's learning at such times.

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 undertaken by the children and staff.
- The inspector discussed practice with the staff and carried out a joint observation with the manager.
The inspector sampled documents in relation to children's learning and development, safeguarding, safe recruitment, behaviour management, and those relating to staff training, support and skills.
- The inspector took account of parents' views through their verbal and written comments included in feedback information.
- The inspector took account of the provider's systems for self-evaluation.

Inspector

Carolyn Hasler

Full report

Information about the setting

Woodlands Day Nursery registered in 2002. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted residential property in the Birstall area of Leicestershire and is managed privately. The nursery serves the local area and is accessible to all children. It operates from six playrooms and associated toileting facilities. These are on the ground and first floors, and there is a fully enclosed area available for outdoor play. The provider employs 26 members of staff. Of these, 25 hold appropriate early years qualifications at level 3 and above. They have one member of staff who has Qualified Teacher Status. The registered provider and manager are working towards qualifications in Childcare at level 6. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 156 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. Staff care for a number of children who learn 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:

- strengthen the use of effective questioning to encourage children to think critically and find solutions to problems.

Inspection judgements

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

Staff show a secure understanding of children's individual learning needs. They plan activities to match children's learning objectives. The environment is rich in resources which staff use to help children develop their interests and achieve new skills. Child-initiated play underpins and supports adult-directed learning. Staff understand the importance of modelling play. They provide children with encouragement and praise their achievements. Staff are cheerful and enthusiastic in their teaching roles. This increases children's confidence and self-assurance in all that they attempt to do. Staff use language associated with activities to broaden children's understanding and develop their speaking skills. The ongoing commentary engages children and encourages conversational skills. Singing and rhyming are part of everyday learning in all of the rooms. Staff use these activities to give particular encouragement to younger children as they learn to speak. Overall, children make expected progress in their communication and language skills. However, staff working with older children lack consistency in supporting their ability to think critically. This is because they sometimes fail to ask useful questions which, consequently, means they do not fully encourage children to think and respond. Older,

and more able children, explore letters and sounds, and associate letters with written words in books or on signs.

Staff support children's interest in books and stories by using puppets and other props to keep their attention, and engage them in listening. More able children independently self register which means they are able to recognise their written names. Younger children have lots of opportunities to practise their early writing skills using different materials. Some of the older children demonstrate good progress in this skill by attempting to write their own names. Staff give good attention to ensuring children have opportunities to develop physically. For example, they encourage them to be physically active when playing outside and indoors. Children have opportunities to practise balancing and to develop coordination. They handle and move large, and small, objects. This enables them to develop both large and small muscle skills. Mathematical concepts are explored in many different ways throughout the nursery. Staff use mathematical language around children, for example, as children practise counting. This helps children to become familiar with number, shape, size and space. Child-initiated play helps children practise these skills for themselves. Staff plan opportunities for children to become familiar with modern technology, such as, enabling them to use computers, printers and a mouse control. Children show wonder as they experience new learning opportunities. Overall, children receive good experiences which help them to develop the skills needed for their future learning.

Early and positive interaction with parents helps staff to establish children's individual starting points for learning. Staff work well with parents to share children's experiences at the nursery on a daily basis. Key people ensure that they are on duty at the beginning, and the end, of the day. This provides children with consistency in their learning. Parents are encouraged to share children's learning experiences at home. Staff are keen to support parents by providing appropriate advice. The good communication between staff and parents is continued through the sharing of observations and assessments. The required progress checks, for children aged two years, provide parents with accurate information about their children's current development. They also inform parents of the next steps planned to further promote their children's learning. Tracking systems help staff, and parents, understand how children are achieving at the expected levels for their ages and stages of development. Staff offer consultation sessions to parents which provide them with additional opportunities to discuss their children's development. Overall, staff use effective teaching skills to ensure they promote children's individual learning needs and to make sure there are no gaps in their learning. This helps the children to progress well.

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

The key-person system works effectively. Staff have been working at the nursery for some time. They spend time helping parents build trust and form positive relationships with the staff. Key people and parents work together to support children as they settle in to the nursery. They follow home routines and encourage familiar comforters to support babies, and younger children, in building their sense of security. Staff treat children with care and

pay attention to promoting their emotional well-being. They model positive behaviour, including manners and politeness towards others. They show children how to be kind and help them learn the skills to contribute towards social situations. Younger children build an awareness of themselves as individuals and enjoy the company of others. Older children learn the skills involved in resolving conflict, sharing resources and taking turns. Staff encourage the good behaviour of children through visual aids and rewards. Children seek the approval of staff through good behaviour and deeds towards others. Their good behaviour also means they show an awareness of how to play safely. They treat their environment with respect, learning to tidy up as part of the team. They learn about the wider world through topic work. This extends their understanding of different cultures and traditions.

The environment is welcoming and rich in resources to support successful learning both inside and out. Resources successfully reflect the diverse community that make use of the nursery. Staff encourage children to understand the concept of language differences and children in the older age groups can compare number symbols in different languages. Low-level, labelled storage helps children make choices in their play. Furniture and nursery equipment are appropriate and meet the needs of the age range of the children using them.

Staff promote children's understanding of healthy lifestyles well. Their good modelling and high expectations encourage children to develop independence and self-care skills. As a result, they act with self assurance as they carry out tasks for themselves. Children develop a secure understanding of good hygiene, learning early the importance of hand and face washing routines. Older, and more able, children are able to manage independently in the bathroom areas with tasks such as dressing and undressing. All children are encouraged to make simple choices about what they want to eat. They engage in tasks such as dishing up their own snacks and meals, and pouring their own drinks. Posters and project work help children understand the importance of healthy eating. Staff ensure children are offered healthy meal choices. They promote children's interests in physical exercise and sports. They have a visiting tennis teacher who encourages children to develop ball skills. Children are encouraged to initiate their own play in outside play areas and practise skills such as climbing and balancing on wobbly bridges. Children are energetic while playing outside because the environment is exciting and staff plan well to encourage them to be more physically active.

Staff have a very good understanding of the importance of ensuring children are emotionally secure. They show commitment in working in partnership with parents. This enables children to build good levels of trust with adults and other children. They confidently act independently in their learning, with their social skills and their ability to care for themselves. This enables them to move between the home rooms and towards future learning experiences at school.

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

This provision has a strong leadership and management team whose members have good organisational skills and are effective in supporting the nursery community. They are successful in monitoring the quality and consistency of teaching skills, and systems to monitor children's learning. They ensure that staff have a good understanding of the early years programme of learning and deliver this effectively. They ensure that staff collect, and use, evidence successfully to support children's future learning goals. Learning and development records provide precise and accurate information about children's current abilities. They show logical steps forward which challenge children and help them make good progress. Learning priorities show high, but realistic, expectations of children's capabilities. Staff have a good knowledge of individual children which helps them close achievement gaps between different groups of children. Staff's engagement with parents and other early year's providers shows their commitment in being co-partners as educators.

The leadership and management team takes steps to encourage staff to work towards higher professional qualifications. The team works with apprentices and students to continually develop and build their knowledge and skills. Workshops and short courses are accessed through the local authority and in house. Staff reflect on their practice. They use reflection to identify the strengths and weaknesses in their performance in order to seek training to enhance their skills. This has a direct and positive impact on children. Regular staff supervision is also used successfully to identify training needs. Underperformance is addressed effectively and this ensures a strong, confident and motivated team. The provider seeks the opinions of the staff, visiting professionals, parents and children as part of self-evaluation. They have met previously set actions for improvement and promote the sharing of good practice between staff and other nurseries. They also take concerted steps to address areas for improvement to promote good outcomes for children.

There is a good understanding of the safeguarding and welfare requirements, and the learning and development requirements of the Early Years Foundation Stage. These are met securely. The premises are risk assessed regularly, both inside and out, which helps to ensure that children are kept safe from hazards. Staff show an awareness of safety and understand they are responsible for reporting any safety concerns. Staff have a good knowledge of the signs and symptoms to be aware of that may cause concerns about a child's welfare. They know who they can go to if they have concerns about a child in their care. They have access to relevant policies and procedures and demonstrate a good knowledge of reporting any issues that relate to the behaviour of other members of staff. Staff understand that children should not be left on their own and they ensure there are always two members of staff working in each room at all times.

The leadership and management team has a robust recruitment procedure in place to ensure all staff are suitable to work closely with children. The team ensures that staff understand their roles and carry out their responsibilities effectively. Staff are skilled in working successfully with outside agencies to ensure appropriate interventions are made for children who require additional help. This ensures children receive the support they need in order to help them meet their full potential.

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	EY235804
Local authority	Leicestershire
Inspection number	951238
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	73
Number of children on roll	156
Name of provider	Woodlands Day Nursery Limited
Date of previous inspection	28/08/2013
Telephone number	0116 2675427

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

