

# Woodpeckers Day Nursery - Bright Horizons Family Solutions Limited

The Gatehouse, Ministry of Defence (PE), Abbey Wood, Stoke Gifford, Bristol, BS34 8JH

<b>Inspection date</b>	25/06/2014
Previous inspection date	03/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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

- The manager leads the nursery well. Staff supervision is good and all members of the team understand their roles and responsibilities.
- Children are interested and keen to learn because educational programmes provide interesting and challenging experiences for all children.
- Children's well-being and independence are promoted because the key person system is strong. Staff are very familiar with children's needs and routines which help to make even the youngest child feel secure and confident.
- Staff work closely with parents and other professionals and overall they are fully included in the setting and in their children's learning and development.

### It is not yet outstanding because

- Children have fewer opportunities to use a range of technology resources as part of their play and learning experiences.

## 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 the activities in all rooms indoors and outdoors.
- The inspector spoke with the management team, members of the staff team and children at appropriate times throughout the day.  
The inspector examined a selection of documentation relating to the children's safeguarding, welfare and developmental progress, staff suitability, general info and records, children's learning journey files and the nursery's self-evaluation.
- The inspector invited the manager to undertake a joint observation.
- The inspector took account of parents' written comments and those spoken to on the day.

## Inspector

Julie Swann

## Full report

### Information about the setting

Woodpeckers Day Nursery is a workplace nursery based at the Ministry of Defence site at Abbey Wood, South Gloucestershire. It opened in 1996 and is run by Bright Horizons Family Solutions, a national company that manages a number of workplace nurseries. The nursery operates from a purpose-built building which includes self-contained units for different age groups. Children have access to small gardens that are enclosed within the grounds. The nursery opens each weekday for 51 weeks a year from 7.30am to 6pm. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 219 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language. There are 46 full-time members of staff, 39 of whom hold appropriate early years qualifications to at least Level two. Of these, one has qualified teacher status and two staff hold Early Years Professional and Early Years Teacher Status; the manager is working towards a degree at level 8. The nursery provides funded early education for three- and four-year-olds.

### What the setting needs to do to improve further

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

- increase opportunities for children to engage with information and communication technology resources and programmable toys.

### Inspection judgements

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

The staff team has a strong knowledge of the Early Years Foundation Stage and uses this effectively to support children in their learning and development. Staff make regular observations of children's achievements and use these successfully to plan activities that challenge children and build on their learning. They make sure that all next steps for children's learning are precisely focused. Children's learning records are very well supported with lots of photographs of activities and their own creative work. Parents' contributions are highly valued so that staff know what the children can already do. Staff then use their expertise and the ongoing communications with parents to build on children's skills and interests to help children to settle quickly. The manager and staff demonstrate a good knowledge of the requirement of the progress check for two-year-olds. Staff share these checks effectively with parents. As a result, parents are aware of their child's development and are made aware of any areas where their child's progress is less than expected. Staff use this information well in order to gain appropriate support at an early stage. As a result, all children are developing good skills for their future learning,

such as moving through nursery and on to school.

Children have many opportunities to develop their communication and language, and literacy skills. For example, staff engage children in conversation as they play, such as encouraging older children to recognise letters of the alphabet and to link sounds to these which lays the foundations for decoding words. Younger children enjoy the experience of sharing stories with staff and point enthusiastically at the familiar pictures. Staff skilfully develop and extend children's vocabulary during activities. For example, they introduce them to more complex words, such as 'terrain' and 'lioness' as they read a story about different animals that can be found in Africa. Staff use baby signing within the setting, reducing frustration and upset when younger children communicate their needs before language is fully developed. Babies grow in confidence as they join in enthusiastically with the actions of favourite songs and rhymes. For example, staff sing 'twinkle twinkle little star' to the babies; some try to copy the actions made by staff and receive positive praise from them. Staff skilfully use open-ended questions and talk about learning with children rather than just directing. For instance, one member of staff asks an older child while outdoors 'what are you selling in your cart today?' The child responds very confidently to the question and tells the staff that he is selling 'ice-cream' because the weather is 'ice-cream weather'. This extends children's learning and develops their understanding and communication and language skills positively.

Children's mathematical skills are fostered very effectively, and they learn about shapes, numbers, colour and size through play. For example, younger children play with magnetic numbers and letter games. Staff use mathematical language with children as they play, and cooking activities provide excellent opportunities for children to develop problem-solving skills. Older children weigh out ingredients and learn about following instructions from a recipe, and younger children take great delight in filling and emptying containers. Children also make towers with the construction blocks, telling staff which is taller and how many blocks they have used to build their structure. Staff maximise opportunities to introduce numbers and counting, such as spontaneously counting children at the snack table and before going outside. Children investigate different resources and explore the concepts of weight as they make predictions to see what is heavy or light. However, opportunities to develop children's information and communication technology understanding are not fully promoted as they have few opportunities to access computers and programmable toys.

A particular strength of the nursery is the outdoor provision. Staff capture children's interests while outdoors and consistently support their involvement in activities. They organise stimulating resources, taking full account of children's ideas. As a result, children are eager to take part in activities, readily initiate and extend their ideas, and concentrate very well. For instance, the current development of a Forest School site as part of the setting's outdoor facilities has inspired children of all ages to make and build different structures and explore. Children make 'mud pies' in the 'mud kitchen' and have first-hand experience of caring for living things and finding out about the natural world, as they care for rabbits and guinea pigs at nursery and hunt for mini-beasts and many natural objects in the wild garden area. They use equipment to promote all aspects their physical development, such as climbing and balancing, and use balls to practise their throwing and catching skills. Children have excellent opportunities to express themselves creatively

through art and craft activities, indoors and outdoors. They enjoy painting window art and chalking. Children with special educational needs and/or disabilities are supported exceptionally well as their key persons and other staff plan their activities specifically to meet their needs so that they make very good progress at their own pace. Staff work closely with parents and other professionals, such as a speech and language therapist and an occupational therapist.

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

The key person system is well thought out to provide children with continuity of care. An example of this is the provision of a 'second' key person for each child so that personal care needs and information sharing with parents is well managed. The relationships between staff and children in all areas of the setting are strong. Babies are held and cuddled closely by staff, so that they feel safe and secure. Babies smile and vocalise when they are spoken to and make lots of eye contact with their key person and other familiar staff. Children enjoy playing peek-a-boo games, while looking in the mirror or hiding behind toys. Their walking skills are effectively supported through staff encouragement and by providing them with walking rails, for example, along the wall. There is ample space for all children to move around freely indoors and staff engage them in physical play outside by encouraging them to dig in the mud kitchen, ride wheeled toys, climb and balance. The key person works alongside the special educational needs coordinator and the parents to plan for children who need additional support. All of which results in well-informed staff and parents, and children whose care and learning is enhanced as a result.

Internal play space is organised well to create a warm and welcoming setting for children. They are cared for in different rooms according to age and ability, which helps to ensure that each room is set up to provide children with free access to an extensive range of good quality, developmentally appropriate toys and resources. All the children attending are treated as individuals and with respect by the dedicated and enthusiastic staff team, who provide them with a safe environment and interesting activities that promote their feelings of well-being and belonging. Staff manage behaviour effectively and they act as good role models. They reinforce clear guidelines when necessary and take time to explain to children the impact of their actions on others and why they have to share resources. As a result, children learn the behavioural expectations of the nursery and about consequences. Staff actively encourage children to develop their independence, to respect one another and use good manners. For example, from a very young age, children are encouraged to help tidy away the toys after use and they are all taught to say 'thank you' when they receive their food at mealtimes.

Staff give good attention to promoting children's good health. For example, children independently wash their hands before snack and lunchtime, ensuring healthy practices are maintained. Staff work very well with parents to find out children's dietary requirements and/or allergies. Meals are nutritious and freshly prepared on site and include items such as pasta and fresh vegetables for lunch, and fresh fruit and sandwiches for snack. The nursery has received a five gold stars hygiene rating. The older and more able children help themselves from the serving dish; this supports their independence and

small physical skills. Staff instinctively know when to provide children with the time to develop these key skills and because staff are vigilant to the children's needs they know when to allow children to try out new skills for themselves and when to offer support. Staff incorporate various cultural celebrations into the planning and make sure that there are resources, books and visual images, which represent difference and diversity throughout the nursery. The management team has good partnerships with the schools, and visits are arranged and information shared to effectively support children as they move on. This ensures continuity in practice and prepares children well for the next stage in their learning.

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

Leaders and managers have a good understanding of their roles and responsibilities in meeting the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. They have a clear vision for the nursery, which is to provide children and families with high quality care and learning experiences and all staff are inspired to work together to achieve this aim. The inspection was carried out as a result of a notification to Ofsted regarding suitable people. The management team completes robust recruitment and identity checks for all staff in contact with the children to ensure their ongoing suitability. This is followed by effective induction, trial periods, supervision and appraisal process, to help new staff be confident and able to implement the setting's policies and procedures. These are used to assess the staff's quality of teaching, build on their existing strengths and highlight any areas for development. Staff fully understand their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are aware of. Regular policy reviews and assessments of child protection procedures help to ensure that all staff are confident to respond promptly to any concerns about a child's well-being. Staff regularly update their training and robust procedures help to ensure that staff are able to protect children from harm and follow clear and effective procedures for recording and reporting any concerns. Close communications with external agencies enhance this aspect of the nursery's safe practice.

The nursery is safe and secure and required adult to child ratios are met or exceeded the majority of the time. Children's safety and well-being are given good consideration. Effective staff deployment throughout the nursery helps to ensure that children are well supervised and supported. Ongoing strategies for performance management of staff, including regular observation of practice and appraisals, ensure any under performance is effectively addressed. For example, through the robust company disciplinary procedure. The programme for the professional development of staff is well established, and each member of staff has a training plan, which means opportunities for them to enhance their knowledge and understanding of childcare practice is good. The safety of the children is given high priority by the manager and staff. They are vigilant in maintaining close supervision during arrival and departure times and throughout the daily sessions. Risk assessments are in place, which reflects the rooms in the nursery and any outings that take place. For example, to the forest school. Children are learning about how to keep

themselves safe. The staff talk to them during their activities, encouraging them to think about what they are doing and what might happen if they follow a particular course of action. For instance, staff comment, 'Walk please, what might happen if you run while indoors?' Fire exits are clearly identifiable and free of obstacles. The premises are safe and secure and staff are attentive to children's safety.

Planning and assessment are regularly monitored by the manager to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning. The manager and staff have very good links with parents and staff ensure that they are kept fully informed of their child's day and progress. For example, parent partnership group meetings, daily sheets for younger children, comment boxes throughout the rooms, verbal feedback and regular newsletters tell them of social events and also areas of planning being focused on. Parents are very keen to express how pleased they are with how the nursery is run and how settled and well their children develop. The self-evaluation takes into account staff's, children's and parents' views using questionnaires and regular meetings. This assists the management team to monitor parents' needs and opinions. For example, they recently changed the menu to incorporate high tea. This ensures everyone feels valued and included in further developing the nursery to meet everyone's needs. Children are fully supported in their moves to primary schools and other settings, as they visit them and staff and teachers attend the setting to meet the children. This enables the key person to discuss children's individual learning and development and any special educational needs and/or disabilities they may have, ensuring continuity of care and learning.

### 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

<b>Unique reference number</b>	136120
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	979509
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	150
<b>Number of children on roll</b>	219
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	03/12/2010
<b>Telephone number</b>	0117 9694300

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

