

Woodberry Day Nursery Ltd - Peartree

135 Peartree Avenue, Southampton, SO19 7JJ

Inspection date

Previous inspection date

20/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are well cared for by a team of staff who know them and their families well. Staff foster children's well-being and children feel safe and secure.
- Staff ensure that safeguarding welfare needs are met well and place a strong emphasis on keeping children healthy and safe.
- The staff and management monitor planning and assessment carefully, which results in staff effectively catering for children's individual needs.
- Partnership with parents is strong as the staff work with parents to meet children's individual needs well.
- The staff and management are currently reflecting and improving their practice by continuous professional development and regular self-evaluation.

It is not yet outstanding because

- The outdoor environment is still being developed and does not yet cover all the seven areas of learning to enhance children's learning experiences.
- Staff have not yet identified language and communication hotspots and enhanced these areas with resources and literature that further promotes children's communication skills and understanding that print carries meaning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to children and staff.
- The inspector sampled some of the nursery's documentation.
- The inspector made a number of observations of activities, including undertaking a joint observation with the manager.
- The inspector held discussions with parents and took account of their views.

Inspector

Sharon Palmer

Full report

Information about the setting

Woodberry Day Nursery Ltd - Peartree registered in 2014. It is one of two nurseries owned by Woodberry Day Nursery Ltd. It operates from purpose-built premises in the Bitterne area of Southampton and serves mainly the local area. There are three base rooms to accommodate children of different ages, all with direct access to an enclosed garden. The nursery is open each weekday for 51 weeks of the year from 7.30am to 6pm. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 60 children on roll. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. The nursery employs nine members of staff; of these, two have Early Years Teaching Status, one staff member has an Early Years Foundation Degree, three staff have appropriate early years qualifications and one staff member is unqualified. The nursery also employs a cook who prepares the food daily on-site.

What the setting needs to do to improve further

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

- enhance children's development by providing more resources that cover the seven areas of learning in the outdoors
- develop systems to monitor areas where children's language and communication can be extended and further enhance learning by providing a wide range of literature, such as shopping lists and note pads that encourage discussion about how words carry meaning.

Inspection judgements

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

Staff give children a warm welcome when they arrive and this helps them to leave their parents confidently and to settle quickly into the daily routines. Staff know their key children well and talk to them confidently about their interests. Staff engage well with children to support them in their learning so they make good progress. For example, staff got involved in children's imaginative play in the outside tents, and supported babies with experimenting with the different containers that have lids on, promoting babies' sensory development. Children show good concentration during activities because the staff make them interesting and enjoyable. Staff provide well-resourced activities that support all areas of learning, and extend these activities by providing additional equipment depending on the needs of the children at the time. For example, an activity which encouraged children to look at what happened to soap flakes when they were wet and whisked turned

into a child-initiated activity. The children asked for some straws to blow and explore their own bubbles. Staff incorporated mathematics, communication and language as they talked to the children about the size of the bubbles and the different shapes. As a result children learnt to use new words to describe the different textures of the soap such as 'crunchy and slimy'.

Staff's assessment records show that children are making good progress overall from their starting points for learning and development. Staff closely match planning to children's interests and place great emphasis on meeting children's individual needs by providing appropriate activities to support their learning. Staff complete regular observations and termly assessments to track children's progress from their starting points and complete the progress checks for two-year-olds alongside parents to ensure that they are thoroughly involved with their child's learning.

The quality of teaching is good overall, and the nursery has a well-trained and qualified team of staff, who continually seek to improve their professional expertise through further professional development and training. Staff place strong emphasis on the development of children's language skills, and regularly converse with them during play. They allow children time to talk and ask open-ended questions which give children the opportunity to think and respond with more detail. The staff have all been continuing their training through the programme called Every child's a talker. This has had a very positive impact on the nursery as staff have given young babies cups without lids to improve the muscles in their mouths, which supports speaking. However, the nursery has not yet identified language hotspots by providing designated communication areas and visual print in which the children have the opportunity to develop their language and explore how words carry meaning.

Children enjoy experimenting with various media to produce interesting designs and patterns through painting, cutting and sticking, creating boats and leaf design pictures. Throughout the day staff provide many opportunities to support children's mathematical development by talking about sizes, colours and counting objects. This supports the good progress that children make. A broad range of activities is provided by the nursery staff that are well resourced and support children's learning well. Outside children learn to develop their physical skills by exploring the outdoor equipment. Children climb on the climbing frame and through the tunnels. They learn to use small apparatus such as scooters. However, the outdoor environment is still being developed by staff, as it does not yet cover all the seven areas of the Early Years Foundation Stage. This has a small impact on children's learning and development.

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

Staff place a strong emphasis on the needs of each individual child; they help them to settle in quickly to the life of the nursery and to become familiar with routines. Children enjoy strong relationships with their key person as well as other staff, and this helps to promote their well-being and self-confidence. Staff encourage children to make decisions for themselves, such as selecting books and toys and activities that they can join in with

other children.

On arrival for the start of sessions, children select their name cards to self-register and they serve and feed themselves at mealtimes; this supports the development of their independence. Children follow clear guidance on personal hygiene, and show an understanding of when they need to wash their hands. Children sit together round child-sized tables to eat and chat to other children and staff. This helps with their social development. Behaviour is good because the staff are good role models and promote the use of positive behaviour. They praise children regularly for their achievements and children learn to play co-operatively, to share and take turns.

The nursery places a strong emphasis on encouraging children to develop healthy lifestyles through providing nutritious and well-balanced menus. Staff talk to the children about the value of eating healthy foods like fruit and vegetables. Staff ensure children participate regularly in physical activity to support their physical development, both inside and outside by providing regular access to the outdoors. Children feel safe because staff supervise them well and maintain a safe and secure environment.

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

The nursery manager provides strong leadership and management in order to ensure children are well cared for and make good progress in their learning and development. The management believe in a well-trained workforce and consistently encourage staff to undertake further training to update and to improve their knowledge and skills. A number of staff are currently working to achieve the next level in their qualifications. The management use the appraisal system to identify any weaknesses and recommend any further training where required to support staff's professional development.

Staff have a good understanding of the Early Years Foundation Stage and use it well to provide a variety of interesting topics and activities to support children's development across all areas of learning. They effectively use initial information provided by parents to plan activities that match the children's individual interests and needs. Staff use regular assessments to monitor the progress each individual child makes in order to identify their next steps in learning. The manager shares this responsibility and tracks the nursery's overall progress thoroughly, ensuring the needs of all children are consistently met. This also helps to identify staff that may need extra support in their role, such as more training to continue to raise standards and quality to achieve good outcomes for children.

There is a whole nursery focus on safeguarding. This ensures that staff are vigilant and are aware of the signs to look for should there be a concern about the safety or welfare of a child. All staff receive training on safeguarding and child protection and monthly staff meetings are undertaken to enhance the staff's knowledge of safeguarding to help them safeguard children. Closed-circuit television cameras are in place to oversee the secure environment with entry to the nursery being robust with a fingerprint recognition system. This ensures that uninvited visitors cannot gain access to the building, meaning children

remain safe.

The majority of staff are trained in the administration of first aid and any accidents that happen are recorded and reported to parents. Staff maintain a safe environment because they complete daily risk assessments. Secure recruitment procedures are in place and staff undergo careful vetting procedures before appointments are made. Staff keep daily attendance records, and fire practices are completed monthly or when a new member of staff is recruited. This ensures that the safety of the children and staff is maintained at all times.

The management use self-evaluation practice effectively and they have identified the areas of good practice, as well as areas for improvement, with the view to further develop the toddler room and the outdoor area. Partnership with parents is strong because staff provide good information to parents about the progress their children are making. Staff welcome and act upon parents' views by gaining feedback through regular questionnaires and this helps them to extend and improve the service that they provide to the families that attend.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY473039
Local authority	Southampton
Inspection number	956544
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	60
Name of provider	Woodberry Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	023 80 422 999

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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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