

# Woodhouse Nursery

53 Beighton Road, Woodhouse, SHEFFIELD, S13 7PN

## Inspection date

29/10/2014

Previous inspection date

08/11/2013

## 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 have a very good knowledge and understanding of the Early Years Foundation Stage and overall, teaching is generally good. Staff swiftly identify children's starting points and plan activities that are challenging and exciting experiences for children across all areas of learning. As a result, children make good progress.
- Children's communication and language skills are developing very well. Staff join in children's play and are imaginative in developing systems to encourage children's communication and language from an early age.
- Staff engage parents at all levels and as a consequence, consistent information is shared about children's learning and development.
- Children are independent. They are encouraged and motivated from a young age to be helpful and to do things for themselves.
- The utmost priority is given to protect and safeguard the welfare of the children. The effective practices that are in place successfully promote children's safety and well-being.

### It is not yet outstanding because

- Teaching techniques, during specific and planned activities, do not always make the most of opportunities to fully extend children's learning.
- There are occasions when children lose interest in role play due to a lack of resources being consistently available.

## 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 interactions between the staff and children in the baby room and toddler/pre-school room during activities both indoors and outside.
- The inspector spoke with children, held discussions with staff at appropriate times throughout the inspection and carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning of activities and a range of documentation including the safeguarding policy, attendance records and children's information.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability of all adults working on the premises and the setting's self-evaluation.

## Inspector

Karen Byfleet

## Full report

### Information about the setting

Woodhouse Nursery is privately owned and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was registered in 2012 and operates from a converted detached house in the Woodhouse area of Sheffield. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 8am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across four rooms and there are two enclosed outdoor play areas. There are currently 94 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 17 staff working directly with the children. Nine of the staff have appropriate childcare qualifications at level 3, two at level 4 and three have degrees in Early Childhood Studies. The manager holds an Early Years Foundation degree. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

### 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 good teaching techniques so that all staff use every opportunity to extend children's learning during planned and specific activities
- support and facilitate children's interest in activities consistently, by regularly checking that suitable resources are available for children to access and use, for example, by making sure there are sufficient resources, such as cutlery, in the role-play area.

## Inspection judgements

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

Children thrive and are well motivated to learn. The effective teaching throughout the nursery ensures babies and children make good progress in their learning and development. The staff have good skills and knowledge of the learning and development requirements and an in-depth understanding of how children learn. Overall, staff use opportunities to reinforce and extend children's learning. However, on occasion, during specific, planned activities, staff do not take this opportunity. For example, during a planned craft activity, where children are sticking different textured materials onto cut-out body shapes, staff miss opportunities to discuss with the children the reason for the activity and establish what they know about clothes and costumes from around the world.

The stimulating and vibrant environment, both inside and outside, ensures that all children make good progress towards the early learning goals. Staff focus on the prime areas of learning, that ensures children are well prepared for entry into school and their future learning. Throughout the nursery, children's creativity is enriched as they express themselves freely in imaginative play. They work together cooperatively, expressing their ideas and solving problems with enthusiasm and confidence. However, on occasions, children lose interest in role play due to the lack of resources being consistently available. For example, while playing in the home corner, children walk away from the activity as they are unable to find resources, such as cutlery to use in their play.

Arrangements for supporting children are good. Staff monitor children very closely so that any intervention is made in a timely fashion and children receive any additional support that they need. For example, staff have produced communication boards and visual timetables with symbols of daily activities. These are shared with parents and enable them to contribute to developing children's communication and language. Staff are very sensitive to the needs of those children who speak English as an additional language. They work closely with parents and outside agencies, such as the local authority inclusion team, to establish key words to use so that children can hear and use their home language in the nursery, which is essential for their language development.

Children are confident communicators because staff are very good role models. They engage freely in children's play and encourage conversations with them. For example, when younger children are playing outdoors and discover a worm, staff engage with them, picking up the worm for all children to see. They use language, such as 'wiggly worm' and talk to the children about where the worm lives, ask what they think it eats and how it moves through the soil. Communication and language is further promoted with younger children. Toddlers show great interest in songs and rhymes. For example, they take turns in choosing a picture from a board that represents a song or rhyme, readily joining in, doing actions and clapping and cheering at their favourite song. Babies' exploratory skills are further enhanced with a good range of resources, such as musical instruments, mirrors and a range of wooden objects, ribbons and different textured materials.

Detailed information is gathered from parents when children start attending the nursery and provides staff with a clear baseline for their learning. Staff know the children extremely well and provide individualised play opportunities to enhance their progress. In addition, children's progress and development are observed and monitored effectively, with development records updated regularly. Activities are planned using children's individual next steps in learning as a guide. Staff consult children about what they have enjoyed and seek their ideas for activities. As a result, activities are precisely matched to their needs and they make good progress in their learning and development. Staff throughout the nursery make detailed observations of children's learning. They use this information, their engagement with the children, and consultation with parents, to inform the detailed summative reports and the progress check for children between the ages of two and three years. They provide a broad range of highly interesting and challenging experiences that meet the needs of all children, including children with special educational needs and/or disabilities and those who speak English as an additional language.

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

Key persons build very effective relationships with parents and carers that enable them to fully support children's personal care needs. Staff are highly proactive in gathering comprehensive information from parents to find out everything of relevance so that individual care plans can be initiated for each child. In addition, children make strong emotional attachments to their key person and other familiar adults because their needs are consistently met and they feel secure. There are well-established systems to ensure children are prepared emotionally for making the move to the next room within the nursery and for their move to school. Children make regular settling-in visits to meet new staff, see their new room and experience different toys and activities. Parents are fully included in the process and as result, they and their children are very well supported in making new relationships, building self-confidence and managing their feelings.

Children learn to behave responsibly from a young age and to cooperate within a group. Therefore, children are effectively learning about social responsibility and accepted behaviour. Staff build respectful and caring relationships with all the children and their families. Parents and children readily discuss what is happening in their family. In all areas of the nursery, children and parents have contributed to displays. For example, photographs of children's and staff's families and pets are attractively displayed and children enjoy talking about the familiar people and pets in the pictures. Staff engage children well to learn about different cultures and people through planned and spontaneous discussions and activities. They enjoy national and international festivals and celebrations. In addition, parents are encouraged to share information about their own cultures.

Children are independent at every level. Babies are eager to feed themselves using spoons and they manage this very well. Toddlers and older children are able to use knives and forks to cut their food and are persistent in trying until they succeed. Meal times are sociable occasions where children sit together in small groups and staff join them at the table. Older children are able to independently serve out their own food. Children learn about the need for healthy food through additional activities, such as food tasting, cooking and baking. Very good hygiene procedures are encouraged and reinforced by staff through everyday routines and activities. As a result, children learn from an early age to manage their health, hygiene and personal care very well. The outdoor play area is very well used by all ages of children. This was a key area for improvement at the last inspection and there has been a great improvement in how babies, toddlers and older children now access and use the outdoor areas. Children relish being active outdoors because of the opportunities for them to move about and handle equipment and apparatus that is consistently available to them. The outdoor environment is split into different areas and the babies have their own dedicated and enclosed area within the large outdoor space. Children who wish to do quieter activities, such as construction or looking at books on a mat, can do so safely. This is because those who wish to do more boisterous activities, such as ball games and using moveable equipment, such as bikes and trikes, do so in a different area and do not impede on others' play. A garden area is imaginatively used for children to grow and plant a wide range of fruits and vegetables that they have nurtured, harvested and have tasted. With good staff supervision, children

are encouraged to safely take and manage risks as they climb and balance on large equipment, explore the natural environment in the 'mud kitchen', observe the bugs on the 'bug hotel' and watch the squirrels and birds that regularly visit the area.

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

Management and staff have robust knowledge and understanding of the safeguarding and welfare requirements and ensure procedures are implemented in order to protect children. This is enhanced by safeguarding and child protection training that ensures staff are kept up to date with local procedures and that they are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is extremely well assured as the premises are very secure, and robust safety and security procedures ensure children are well protected. There are very secure arrival and collection procedures in place to make sure children are collected by a known adult and that any visitors cannot access the premises without the knowledge of staff. In addition, very efficient safety procedures, routines and detailed risk assessments enable staff to provide a very safe environment. A comprehensive and detailed range of policies, procedures and records, including well-documented accident and medication records, are effective in supporting the safety of all children.

Management strive to maintain a well-qualified and knowledgeable workforce. They provide a robust and rigorous recruitment and induction process. This includes the successful vetting of all staff to ensure their suitability and that they have secure knowledge and skills to carry out their roles and responsibilities confidently. Management take great interest in the delivery of the Early Years Foundation Stage and how staff are implementing it, through their regular and focused monitoring of staff practice. Regular supervision meetings are held for all staff and the observations made by management of staff, clearly focus on their professional development. This ensures they are able to maintain and improve their already very good knowledge and practice.

The management team and staff know every child and parent in the nursery very well and they use this knowledge to support individual children with their care, learning and developmental needs. The planning of activities and children's progress is tracked and assessed very effectively to ensure that they are making good progress in line with their peer group, and that support is provided to help narrow the gap where necessary. All of this means that children's needs are quickly identified and well met.

The manager demonstrates the capacity to continue to improve the nursery because there are well-focused plans to ensure necessary improvements take place. For example, the setting aims to further inspire children to develop further the outdoor area and to develop a sensory area with a herb garden within the under two's garden area. There is a very effective system of self-evaluation that drives continuous improvement based on the views of management, staff, children and parents. Parents' views and comments are of particular importance to management to enable them to continue to develop the nursery. For example, parents are encouraged to complete questionnaires on a regular basis. A 'wow board' has been recently introduced into each area of the nursery. Staff post

information on here for parents to see and parents now add to these with valuable comments and information about what the children have been doing at home and their current interests. This enables staff to evaluate and reflect on the activities they plan and provide to ensure they consistently meet children's needs. It also enables them to celebrate the milestones and achievements with the children in the nursery with their peers, helping to raise their self-esteem.

Strong partnerships with other early years providers make a significant contribution to ensuring the needs of all children are met. For example, teachers from local schools are invited to visit the children at the nursery before their move to school. This enables them to build relationships and to share information. Consequently, children's moves to other settings are as seamless as possible and there is very good provision for their continuity in learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY441272
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	962530
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Sunningdale (Yorkshire) Limited
<b>Date of previous inspection</b>	08/11/2013
<b>Telephone number</b>	0114 2693929

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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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