

The Woodside Centre

Lea Road, Tiverton, Devon, EX16 6SU

Inspection date	17/12/2014
Previous inspection date	10/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 know the children well and plan activities that interest them. This results in happy and confident learners.
- Staff use a range of good teaching techniques to support children's learning, and help them to make good progress.
- Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They provide a safe and secure environment, and protect children well.
- The enthusiastic and committed management and staff team are all involved in monitoring their practice to improve the quality of early education.
- Very strong partnership working results in parents feeling fully involved in the setting and their children's learning.

It is not yet outstanding because

- At times, staff do not always make sure that they have all the resources they need before starting activities with the children.
- Staff do not always teach children to understand the importance of hand washing after wiping their nose.

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 staff and children inside and in the garden.
- The inspector spoke with staff, the manager and area manager.
- The inspector sampled documentation including policies, qualification certificates, and children's learning journeys.
- The inspector spoke to some parents to obtain their views.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Katherine Lamb

Full report

Information about the setting

The Woodside Centre opened in 2004 and is run by the Pre-school Learning Alliance as part of a Neighbourhood Nursery project. It operates from a purpose-built, open-planned building located next to shops, in a residential area of Tiverton. There are two designated play areas within the building for children to be grouped according to age, with a large indoor communal area which is used by all ages. There is free-flow access to a fully enclosed, outdoor play area.

The nursery is open each weekday from 8am to 6pm all year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 81 children aged from birth to under five years on roll. The nursery receives funding for the provision of free early education to children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 15 members of staff, of whom one holds Early Years Teacher Status, one is qualified to a level 5, and eight hold a level 3. An administrator, cook, and cleaner are also employed to support the staff.

What the setting needs to do to improve further

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

- improve the organisation of resources at group time to enable children to focus and participate

- review hand washing routines to strengthen hygiene procedures and minimise cross-infection.

Inspection judgements

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

Staff warmly welcome children into this bright and very friendly nursery. The quality of teaching is good because staff effectively promote children's learning and development. They follow the children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all areas of learning. Staff make good use of information from parents to support children effectively. They feed the information received into their planning. Staff help all children, including those that are learning English as an additional language and those with special educational needs and/or disabilities, to make good progress based on their individual starting points. Staff liaise with parents and other professionals involved with children, such as speech and language therapists and

physiotherapists. They complete individual education plans and support the process of future assessment. Staff complete regular observations and assessments of children's progress to recognise their achievements and identify their next steps in learning. Staff have systems in place for tracking the children's overall progress. This means staff can identify any gaps in children's learning and address them quickly.

The staff complete the requirement to assess children's progress between the ages of two and three years and share this information with parents. Therefore, parents feel informed about the children's learning and development and feel that staff value their views. Staff invite parents to contribute to the assessment of their children's starting points by providing relevant information when their children first start. Parents are also consistently encouraged to contribute observations of their children's learning at home. This means that planning for children's learning is sharply focussed because the staff consistently obtain an all-round view of their interests and achievements. Staff have developed good relationships with local primary schools, which ensure they work in partnership and share relevant information to support children in preparing for the move to school.

Children show good levels of independence and are comfortable within their surroundings. The staff organise the rooms with age-appropriate equipment, and plan the environment to enable children to initiate their own play. Children select their own resources from a variety of easily accessible toys. Consequently, children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. For example, babies selected musical instruments and staff taught them how to move them to make a sound. They are also able to explore paint and proudly show their pictures to staff. The learning environment provides every opportunity to heighten children's experiences and learning.

Staff effectively help children to develop their communication and language skills. They engage in constant discussion, introduce new vocabulary and model language during children's activities. Staff make good use of open-ended questioning to encourage children to be active learners and to think for themselves. During an adult-led activity, older children compared different colours and patterns when they played a matching game. However, the staff had not prepared enough resources, which meant that the children were unable to focus and participate fully.

Staff promote children's physical development well through daily activities in the garden to ensure they are active. For example, children enjoy riding bicycles and tricycles. Children have access to everyday technology; they confidently use push-button toys, which develop their coordination and concentration skills. Staff help children to understand the wider world. They arrange for visitors from the community to talk to the children about their different occupations and ways of life. Overall, children are effectively developing the skills required in preparation for school.

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

Children form secure attachments with their key person. This is because staff get to know children well when they start in the setting and when they move into a new room. The staff use well-established systems to ensure they prepare children emotionally for making the move within the nursery or 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; as a result, staff and parents support children very well to help them make new relationships, build self-confidence, and manage their feelings. This ensures that staff meet the children's emotional needs and well-being.

Staff communicate well with each other and parents, they using contact books to inform parents about their child's day. Staff have warm, caring attitudes towards children and provide a calm environment. Consequently, children have high levels of self-esteem and confidence and thrive in their care. Staff have high expectations of what children can do by themselves. This means that they support children fully to develop their independence. For example, all children serve themselves at lunchtime. The nursery cook ensures that she meets all dietary requirements and works closely with staff and parents to achieve this. Children sit with their key person at lunchtime, which also helps to strengthen their positive relationships.

Children follow good hygiene routines before meal times and after coming in from the garden. Staff support younger children, and older children manage their personal hygiene needs independently. However, staff do not always wash their own hands after supporting children to wipe their noses. They also do not ensure that children wash their own hands after completing this task. Staff provide children with opportunities to play outdoors every day. The staff organise and resource the outdoor area well. This enables children to make choices in their play by selecting what and where they want to play. The staff use the wide range of resources to encourage children to be physically active and take some risks safely. During a small-group children enjoyed taking part in a yoga session. They copied positions that staff made. They joined in together and supported their friends. This helped them to learn about their bodies as well as supporting their physical development.

Children are developing an understanding of how to stay safe. They return to their key person when they need support. Staff deploy themselves well so that they are available for children throughout the day. Staff manage children's behaviour well. They use clear language so that children know and understand how to behave. Staff use praise and encouragement and celebrate what children have done well. Children play very well and cooperate with each other, sharing resources and taking turns with equipment.

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

The provider and manager have a secure understanding of the requirements of the Early Years Foundation Stage. They ensure staff have a clear knowledge and understanding of the safeguarding policies and procedures. Staff implement these effectively to keep children safe. All staff have received relevant training in how to identify and report child protection concerns. This means that staff effectively monitor children's welfare closely.

The provider and manager have robust recruitment systems in place to check the suitability of staff. Additionally, a secure induction for new staff means that they know how to carry out their roles. Staff deploy themselves well ensuring good support for children both indoors and outside. There are clear and well-understood policies and procedures in place that staff use for assessing risks to children's safety. Staff ensure that all areas of the nursery are safe and secure at all times. As a result, staff help keep children safe.

The manager leads a well-qualified and experienced staff team. The manager deploys staff effectively, which means they use their skills and expertise to support young children's learning and development. Good quality supervision, induction, and mentoring arrangements support this further. Regular staff meetings take place, which enable staff to discuss individual children's progress and address any issues. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the provision for children. The manager and staff team maintain an overview of the quality of teaching and learning. They use effective systems to monitor progress for each individual child and the overall group of children attending.

The manager and the staff team demonstrate a strong drive to improve the service they provide and have a clear self-evaluation process that supports children's achievements over time. For example, future developments include embedding a peer observation system, which aims to enhance provision and further support children's development in all areas. Staff have successfully met all recommendations from the previous inspection. There is very good partnership working with parents. Ongoing communication between parents and staff keeps them fully informed and included. For example, there are detailed noticeboards in the entrance, a parent forum group and communication books to exchange information.

Staff accurately identify training to support their own professional development. They have good relationships with outside agencies and support officers. This ensures that staff can access the correct support for themselves or the children in a timely fashion when the need arises. Staff are fully committed to accessing these services; consequently, children who require additional help receive sharply focused support to enhance their all-round development and welfare needs.

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. 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	EY281084
Local authority	Devon
Inspection number	837446
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	81
Name of provider	Pre-School Learning Alliance
Date of previous inspection	10/08/2009
Telephone number	01884 243712

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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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