

Woodlands Day Nursery

Portsmouth Road, Frimley, Camberley, Surrey, GU16 7UJ

Inspection date

05/01/2015

Previous inspection date

23/09/2010

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 provide children with a well-resourced, child friendly, welcoming and relaxing environment. Consequently, children are happy, and feel safe and secure in the nursery.
- Children enjoy daily access to a well-equipped outdoor area, which supports a healthy lifestyle and caters for those who learn better outside.
- Staff and children form positive relationships. Children are confident and have good levels of self-esteem. They play well together and happily share resources.
- There is an effective key-person system; this means staff know the children and their families well and enables staff to provide good continuity of care and learning.

It is not yet outstanding because

- Staff do not maximise all opportunities for children to develop an awareness of words within the environment to enable them to value the language of others and strengthen their understanding that print carries meaning.
- Staff do not always provide accessible natural resources, which stimulate their senses and invite responses from babies.

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 had a tour of the nursery with the manager.
- The inspector took account of the views of parents on the day of inspection.
- The inspector discussed nursery practice with the nominated person, manager, deputy, and staff.
- The inspector offered a joint observation with the manager.
- The inspector sampled children's profiles, planning documentation and a selection of policies and procedures.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

Woodlands Day Nursery was founded in 1991. It operates from purpose-built accommodation in the grounds of Frimley Park Hospital, near Camberley, Surrey. It provides a childcare service to the employees of Frimley Park Hospital NHS Trust and the Ministry of Defence. The children are separated into age appropriate groups and there is a self-contained baby unit. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 185 children on roll. the nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who have English as an additional language. The nursery opens five days a week from 6:45am to 6.30pm. It has 27 permanent members of staff and, of these, 26 hold early years qualifications.

What the setting needs to do to improve further

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

- enhance labelling around the indoor and outdoor environment, to enable all children to value the language of others and strengthen their understanding that print carries meaning
- enhance the range of sensory and natural resources for babies to explore and investigate.

Inspection judgements

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

Staff create a warm, welcoming, and stimulating environment where children learn through their play. Children make good progress in their development because staff know them well and activities are planned according to the interests and abilities of the children. The quality of teaching is good. Staff enthuse children well as they talk to them during small group time about activities planned for the day. Children develop their communication and language skills effectively because staff take every opportunity to talk, listen and ask appropriate questions. Staff teach children about literacy and mathematics. They link letters and sounds together. For example, M for Monday and Mummy. Some children spontaneously linked D for daddy and received lots of praise. Staff encourage children to identify numbers, they confidently recognise the number 5 from a range of numbers staff hold up and they place it on the calendar. Staff taught children about early science. They encouraged children to explore and investigate what water can do to spaghetti over a period of time. Children noted with excitement how the texture, colour,

and shape changed. Staff extend children's learning with appropriate questions that make them think such as, 'why do you think the spaghetti has gone soft?' They learn new words such as 'absorbs' and proudly share their new learning experiences with other staff as they clearly explain that 'the spaghetti has absorbed the water and it has made it soft'. These activities provide children with experiences that help them to prepare well for school.

Staff encourage children to use their imagination and creative skills. Children confidently used their hands to mix up foam and paint and manipulate the mixture on the table. They placed paper over the patterns they had made to make a print and held it up proudly for all to see. Babies enjoy exploring the range of resources that are available to them. They develop their physical skills as they push and turn buttons while exploring electronic toys. Babies enjoy snuggling into staff as they look at books together. They introduce new words promoting babies language development. Babies have easy access to a good range of plastic and electronic resources. However, they do not have free access to a range of natural resources that invite responses from them and stimulate their senses further. Staff provide a range of displays that cover, letters, numbers, shapes and colours. However, not all groups clearly display dual language key words inside or outside to enhance the learning of those children with English as an additional language or encourage other children to value different home languages.

Key persons know the children well and work closely with parents and other professionals to ensure they identify and meet individual children's needs. Staff complete regular observations and assessments on all children. They use this information effectively to plan activities and play experiences that help children to develop in all skill areas. Staff have good knowledge of the learning and development requirements and of how children learn effectively. Staff complete the written progress check for two-year-old children. They summarise children's achievements regularly and identify clear learning targets that they share with parents. These measures fully support children to make good progress in relation to their starting points and prepare them well for school or their next stage in learning.

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

Staff deploy themselves well throughout the nursery. They are kind, caring, and good role models to children. This helps children to settle quickly into the nursery. Good relationships are in place as the key person system is effective. Babies demonstrate they are emotionally secure, happy and relaxed. They happily approach staff for support for example, when they want help to stand up. The kind, caring and relaxed approach from staff has a calming influence on children and is conducive to an effective learning environment. Staff ensure children are safe and complete a full and detailed written risk assessment. They complete visual daily checks in each room to quickly identify and minimise hazards. Staff provide children with space to relax and rest as needed to ensure their care needs are met well.

Older children demonstrate positive relationships as they play well together and alongside each other. They happily share resources and take time to complement each other on the

aeroplane models they make with small bricks. Children behave very well and cooperate during play, happily sharing and taking turns.

Staff teach children about healthy lifestyles well. All children have daily opportunities to develop their physical skills inside and outside. Children independently put on their coats and boots to go outside and this prepares them well for school. Staff teach children about keeping themselves safe. For example, as older children put on their boots to go outside staff reminded them about putting them on the right feet in case they fall. Children listened to staff, looked at their boots, and changed them if needed. They smile happily, as they received lots of praise. Older children enjoy the freedom of the garden. They develop physical skills as they run, jump and balance on logs. Children are aware of their own safety as they run around and are careful not to bump into each other.

Children help themselves to water throughout the day and enjoy healthy, nutritious meals. This helps promote their independence and to make healthy food choices. Older children routinely wash their hands before eating and staff help the younger children. Consequently, children are learning to take care of their personal hygiene.

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

The leadership and management of the nursery are good. The Human Resources department complete robust vetting and recruitment procedures to ensure all adults working with children are suitable. A detailed safeguarding policy is in place that all staff follow. Staff confidently talk through the referral procedures should they have any concerns and all staff have undertaken training in this area. Management deploy staff well throughout the nursery and maintain ratios at all times.

Management monitor staff practice through supervision and appraisals. They encourage staff to attend training and to develop themselves professionally. They have an extremely high ratio of qualified staff and this has a positive impact on the children's all round development. Staff and the management team have a good understanding of the learning and development requirements and support children well. The manager and senior room staff check the delivery of the curriculum on a regular basis. They check children's profiles regularly and track the progress of different groups of children to ensure all children make good progress and any gaps in learning are closing.

The setting evaluates the practice very well. They have taken part in an accredited quality assurance programme with the local authority, and under this programme, they have annual visits. In addition, they complete a written self-evaluation, which clearly identifies strengths and areas for development. Current developments include making more displays at child height to enhance the environment and extend children's learning. Staff, parents, and children are included in the evaluations. Parents are encouraged to complete questionnaires to share how they feel about the service the nursery provides. Staff support and enhance each other's practice by completing peer-on-peer observations. Consequently, the nursery makes effective and continuous improvements.

Partnerships with parents are good. Staff welcome parents as they arrive and share information. Parents spoken to on the day of the inspection are very happy with the care and education their children receive. They are aware of who their child's key person is and feel staff are kind, caring and approachable. Parents meet with their child's key person to look at the achievements and progress made. They work together to agree the next steps in their child's learning. Parents are encouraged to be part of their child's learning. For example, children are encouraged to take home Ruby Bear and write about the experiences they have together while at home. Children grow in confidence as they talk to their peers about the exciting things they have done. Staff have good procedures in place to work with other professionals. They contact all settings that children attend to share relevant information to ensure continuity of care and education.

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	120326
Local authority	Surrey
Inspection number	840323
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	185
Name of provider	Frimley Park Hospital NHS Foundation Trust
Date of previous inspection	23/09/2010
Telephone number	01276 604607

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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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