

Wooden Tops Day Nursery

Park Lane Centre, Park Lane, Telford, Shropshire, TF7 5QZ

Inspection date	06/01/2015
Previous inspection date	06/02/2014

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 carefully plan and provide a challenging range of experiences for children's enjoyment to help them make good progress from their starting points. Therefore, children are well prepared for school.
- Staff place a clear priority on supporting the children's personal, social and emotional development from the outset. They work closely with parents and carers to gain information about the children's needs, which results in strong support for all children.
- The determined management team are clearly focused on securing improvement. This results in good support for staff to raise their skills and knowledge, and a clear focus on improving the achievement of all children.
- The required policies and procedures are effective in protecting and safeguarding children.

It is not yet outstanding because

- On occasions, some staff caring for the toddlers do not fully exploit the available resources to further increase young children's choice. They also do not place the same high level of focus on increasing children's vocabulary as the staff in other rooms.
- Staff in the pre-school room do not always fully exploit opportunities for the older and more able children make outstanding levels of progress, particularly in relation to the concepts of weight and measures and writing for a purpose during play.

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 activities in the playrooms and the outdoor play area.
- The inspector held a meeting with the management team.
The inspector looked at children's assessment records, planning documentation,
- action plans, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parent and carer surveys.

Inspector

Parm Sansoyer

Full report

Information about the setting

Wooden Tops Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the children's centre premises in Woodside, Telford. The nursery uses a self-contained area of the building comprising of four purpose-built rooms and an enclosed outdoor play area. It opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 117 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It employs 22 members of childcare staff. Of these, 17 hold a qualification at level 3, two hold level 4, one holds level 2 and one holds Early Years Professional status. The nursery 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:

- coach staff in room three to help them raise the levels of toddlers' progress to a higher level, by increasing the choice of resources freely available to the children and placing an even higher focus on repeating new words more often
- provide an even broader range of experiences for the older and more able children to help them further consider mathematical concepts, such as weight and measures, and to increase opportunities for them to write during their play.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to promote the children's learning and development. Staff work closely with parents and carers from the outset to establish the children's starting points and interests, and use this information well to motivate children. Staff carefully monitor and track the children's progress and set individual targets for each child. This information is used very well to inform the planning of activities and to challenge children's learning. Consequently, children make good progress from their starting points and in readiness for school. There are effective systems in place to offer support for those children who have special educational needs and/or disabilities and English as an additional language. For example, each child who starts at the nursery is also observed by the special educational needs coordinator to help identify any early support they may need. Staff work very well with a wide of range of professionals to support these children, and children's assessments show any gaps in their learning are closing. Parents and carers are encouraged to support their children's learning at home. Many of them use the 'book library' and the 'home learning tubs', which provide

age-appropriate activities that parents can use to extend their child's learning at home.

The outdoor environment offers a broad range of exciting experiences for children to freely explore and discover and to be active. Children thoroughly enjoy being outdoors and are supported well to use the physical play resources to extend and test their physical skills. Children are provided with waterproof boots and are encouraged to be outdoors regardless of the weather. For example, many of them delight in splashing in the large puddle of rainwater. Staff support the children's communication and language well overall. Staff provide good opportunities for children to talk and share their ideas. Staff plan activities for their key group of children, which are split according to age and ability. This results in adult-led activities that help children actively learn due to the clear focus placed on extending their learning. For example, staff caring for the older children ask challenging questions to make them think and introduce new vocabulary, ideas and concepts during activities. All staff use songs, rhymes and books extremely well to engage the children and encourage them to talk and sing and learn new vocabulary. For example, in the baby room staff sing to the children as they change their nappies and use books that capture their interest. Staff caring for the younger children engage them well through touch and by using their voice and facial expressions to capture their interest. For example, they reinforce words, such as body parts, the textures of objects and name the items, to help increase young children's language. However, on occasions, staff caring for the toddlers in room three do not place the same high level of focus on frequently repeating the new words introduced, in order to further enhance toddlers' communication and language skills. In addition, they do not always fully exploit the use of all available resources by making playthings, such as the sand and water, more freely available to further increase young children's choice.

Staff provide good opportunities for early literacy. For example, children learn that print carries meaning as they find their name on arrival to show they are present. Staff introduce letters and sounds through using rhyming activities and reinforcing letters and sounds during the routine of the day. Staff provide writing areas within the rooms, which are well stocked and used by many of the children. Children in pre-school are keen to create their pictures to share with the staff what Christmas presents they have enjoyed most, and others are keen to attempt to write their names. However, staff provide fewer opportunities for these children to use writing during their play, such as in the role-play area, to encourage those children who are more reluctant to use the writing areas. Staff use the daily routine, computer and games to introduce children to early mathematical concepts. Staff make available resources, such as a variety of shapes, rulers, number blocks, measuring tapes, calculators and magnetic numbers. This results in children showing an interest in problem solving, size, colour, shape and counting. However, staff provide fewer practical opportunities for children to consider concepts, such as weight and measures, through activities that they enjoy, for example, in the sand, water and role play. The outdoor area is used well to promote the children's understanding of the natural world. Children have use of the nursery's allotment and plant and care for the bulbs they have planted, as well as tending herbs and lavender. Children show a real interest in using magnifying glasses to look closely at their natural environment and insects. For example, children carefully follow the life cycle of the butterfly. Staff provide a good range of resources, including photos, dressing-up clothes and books, to introduce children to other races and cultures. The programme for expressive art and design is strong as staff are

encouraged to constantly introduce children to new media and materials. Therefore, children have an exciting range of textures to explore and enjoy using their senses. For example, babies explore the scented dough and the toddlers compare the texture of dry oats and rice and how this changes when water is added.

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

The assigned key-person system is effective in ensuring staff get to know their key children and their parents and carers. For example, when new children start, the activities provided are linked to the children's interests and the prime focus is helping children to settle and be happy. Staff carry out observations early to collate children's starting points and also to get to know the children quickly. This information is recorded and shared with parents and carers and is used well by the staff team. Staff develop positive relationships with the children and they are happy and confident in their environment. Children are well behaved, respond well to gentle reminders of how to behave and know the routine well. In pre-school, staff support children to talk about how they are feeling. They use creative strategies, such as the 'feelings tree', along with the 'happy sun' and 'I'm not happy cloud' to encourage children to understand how their behaviour may impact on others.

Staff support children and their parents and carers to learn about the importance of exercise and of developing a healthy lifestyle. For example, cooking classes, topics and displays on healthy foods and exercise help reinforce these messages. Children benefit from healthy and nutritious meals and snacks, which they enjoy. They benefit from a seasonal menu, which includes an alternative and so offers choice. Effective risk assessments are conducted to ensure the environment and the activities carried out are appropriate and to minimise possible risks to the children and staff. The resources are of good quality, capture the children's interests and meet planned goals in learning.

Transition to different age rooms within the nursery is supported very well due to the constant sharing of information. Staff and managers know the children well and their individual care needs are well met. Transition on to school is also supported very well due to the positive relationships established with the three main feeder schools. Teachers from the school visit the children at nursery and information is shared to support children's education, care and well-being.

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

There are clear policies and procedures in place to safeguard children. All staff have attended up-to-date safeguarding training. They have a good understanding of the safeguarding procedures to follow and are able to identify the signs and symptoms of abuse to help secure children's welfare. There are effective recruitment, vetting and induction procedures in place to help secure the children's safety, and all the required records, policies and procedures are in place.

Since the last inspection, significant progress has been made and all previous actions and recommendations have been tackled well. The management team is stronger and since

the last inspection an education, learning and management support worker has been appointed. Her main role is to monitor and support staff to improve the quality of teaching and learning. In addition to this, each of the managers have clear roles and responsibilities, and management at all levels is effective. There is an ongoing and robust cycle of monitoring, coaching and staff supervision, and any under-performance is tackled swiftly. A strong commitment to raising the staff's knowledge has resulted in an effective programme of professional development and training. Consequently, teaching has greatly improved and is good, and children make good progress from their starting points. The management team effectively use systems to monitor and track the progress of groups of children and trends in children's learning. Therefore, they are able to target support where necessary, more swiftly. This information is used well to inform the nursery's action plans and target setting to help raise the achievement of all children.

Parents and carers are kept well informed about policies, routines, meals and the activities on offer. Every term parents and carers are sent a feedback questionnaire to complete about how well their children are cared for, and these are overwhelmingly positive. The nursery's stay and play session is becoming increasingly popular with parents and carers, and provides them with an opportunity to get involved in nursery life. They receive detailed information about their children's achievements and progress and how they can further support their children's learning at home. Good collaborative working with other professionals involved with children, results in effective support in the children's care, education and welfare.

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	EY334503
Local authority	Telford & Wrekin
Inspection number	965563
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	87
Number of children on roll	117
Name of provider	Wooden Tops Day Nursery Limited
Date of previous inspection	06/02/2014
Telephone number	01952 583711

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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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