

Woodside One Neighbourhood Nursery

Woodside Road, Norwich, Norfolk, NR7 9QL



Inspection date	23 March 2015
Previous inspection date	27 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy, supported well and make good progress given their starting points. Staff demonstrate an insightful knowledge of each child's interests and learning needs. Consequently, they provide rich and stimulating activities, both inside and outdoors, that promote all children's learning well.
- Children feel safe and secure in their relationships with staff. The strong key-person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between nursery and home life.
- Parental involvement in children's learning is highly valued. It is very well promoted through detailed daily feedback, opportunities for parents to contribute to planned learning and events offered by the nursery. This means that there is a coordinated approach to meeting children's individual needs.
- The leadership and management team is strong and strives for improvement. Self-evaluation is effective in identifying areas for development. This is because it is a collaborative process, involving staff and parents.

It is not yet outstanding because:

- The current process for tracking children's learning does not target specific groups of children, to ensure that all children make the very best progress possible.
- Management do not always make the best use of systems to monitor staff performance, to consider in more detail the impact staff practice has on children's learning.

What the setting needs to do to improve further

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

- enhance the system of tracking children's progress to inform further developments in teaching, so that the precise needs of specific groups are identified, in order for all children to make excellent progress
- strengthen teaching across all areas of the nursery to raise children's achievements even more, by refining the performance management of staff, for example, by encouraging peer observations, in order to identify and share the very best teaching practice amongst the whole staff team and shape staffs' professional development in the future.

Inspection activities

- The inspector observed activities in each of the playrooms and the outdoor environments.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the manager and the nominated person for the nursery.
- The inspector checked evidence of the suitability and qualifications of staff working with children, viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lindsey Cullum

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff observe children closely as they play, making accurate assessments and planning carefully for their next steps in learning. Consequently, staff provide stimulating activities, based on children's interests, and this promotes good development across all seven areas of learning. Older children acquire the skills necessary for school by practising early writing, counting and problem solving. They show independence and confidence, knowing where to find equipment and how to tidy up from an early age. Babies are supported well to explore and enjoy new experiences. Staff play alongside children, using questioning and language effectively to help children learn. Older children chat animatedly as they play or develop their own imaginative games. They have a good understanding of routines, listen well and learn to play cooperatively with friends. The outdoor environment is used well to complement learning indoors. Children learn how plants grow or explore the texture and smell of natural materials, plants and herbs, promoting their sensory development. Parents are very involved in their children's learning and feel able to support this at home. They comment very positively on all aspects of the nursery provision.

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

The key-person system works extremely well and children enjoy warm relationships with the caring staff. Transitions, as children move through the nursery, are well managed, with parents involvement, to ensure good continuity of care. Children learn to be kind to one another, share and take turns because staff manage situations consistently. There are clear procedures for cleaning, and in the event of a child becoming unwell, including informing parents and the administration of medication. This helps to promote children's well-being. From a young age, children learn good hygiene practices as they wash their hands before eating freshly prepared, healthy meals.

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

The management team have a thorough understanding of their responsibilities to safeguard and promote the welfare of children and implement a range of policies and procedures, to support the efficient operation of the nursery. They notify Ofsted of any significant incidents or concerns and take swift and appropriate action, to ensure that children are safeguarded and protected from potential harm. Key staff are assigned to each room, ensuring that children are supervised at all times and that potential risks are minimised. The manager regularly monitors all aspects of the provision, including staff performance. Staff training has a good impact on children's learning. However, staff do not have sufficient opportunities to observe one another and learn from each other's best practice. Tracking of individual children's progress is good, but it is not always clear how well groups of children are progressing in their learning. This limits staff's ability to revise teaching and focus on any weaker areas.

Setting details

Unique reference number	EY360831
Local authority	Norfolk
Inspection number	1008827
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	110
Name of provider	Norfolk County Council Children's Services
Date of previous inspection	27 October 2011
Telephone number	01603 434945

Woodside One Neighbourhood Nursery was registered in 2007. The nursery opens from 8am to 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 26 members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3.

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