

Woodlands Day Nursery

St. Helier Hospital, Wrythe Lane, Carshalton, Surrey, SM5 1AA



Inspection date

20 July 2015

Previous inspection date

4 April 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

- Staff provide a good range of learning experiences in a focused, child-centred environment. This motivates children who are eager to explore and learn. As a result, this supports their preparation for starting school and future learning.
- All children have strong support through effective staff practice to promote their social and emotional development, and their language and communication skills.
- Staff are passionate and caring about meeting the emotional needs of children. Children successfully develop a strong sense of security, confidence and trusting relationships with staff.
- Staff respect and value each child. Effective partnerships between parents, carers and other professionals meet children's individual needs successfully.
- High priority is given to safeguarding and protecting children. This is evident through the strong practices that promote children's well-being and safety very successfully.
- The leadership and management team has a good understanding of how to meet the requirements of the Early Years Foundation Stage. The manager demonstrates a strong commitment towards achieving high quality in all areas of practice.

It is not yet outstanding because:

- Key persons plan children's next steps in learning. However, at times, the sharing of this detail is less effective as some staff do not always know what learning experiences challenge children.
- Staff sometimes miss opportunities to encourage children's independence.

What the setting needs to do to improve further

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

- strengthen the system for planning children's next steps in learning so all staff challenge children's experiences further
- use all opportunities, particularly in the older age group, to encourage children's independence throughout the day.

Inspection activities

- The inspector observed teaching and learning activities indoors and outdoors.
- The inspector looked at a sample of policies, children's learning and development records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of the staff and the setting's improvement plans.
- The inspector took account of the views of the staff, parents and carers spoken to on the day of the inspection.

Inspector

Marvet Gayle

Inspection findings

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

Staff use their expertise in teaching to provide children with a range of learning experiences. They make good use of questions, giving children time to think and respond. Staff make effective use of the information they gather from observations to support children's individual learning well. Effective partnerships with parents inform them about their child's progress and staff encourage them to support learning at home. Children have time to follow their particular interests. Some happily join with others as their imaginative play develops. This type of play takes place throughout the nursery, both indoors and outdoors. Older children use the computer technology very well to create pictures using different programs. Staff develop children's literacy skills well. For example, children learn to match letters and sounds or recognise their written name. Staff support children with special educational needs and/or disabilities effectively. They use many ways to support their listening and understanding, such as one-to-one time. As a result, all children make good progress in their learning and for the future.

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

Staff are very caring and sensitive with children. They recognise each child as individual. The calm and well-organised routine of the day helps all children to settle. As a result, children are very confident and able to explore their surroundings with ease. Children's behaviour is very good. They learn to share and have consideration for others. Staff help children understand about being patient and of the need to listen to others when they speak. Staff complete daily risk assessments and minimise any hazards to make the environment safe. Staff use interesting resources to stimulate children's interest as they explore. Staff effectively support children's individual health and care needs. They promote children's understanding of staying safe and healthy. Staff give priority to children's physical well-being and health as they spend time outside in the fresh air.

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

Leadership and management of the nursery are strong. Staff have regular supervision meetings to help them provide high-quality care and learning. They show a commitment and enthusiasm for their role. Staff evaluate their practices continuously to improve children's experiences. The well-qualified team has access to a high level of training. This ensures that outcomes for children's learning continually improve. Arrangements in place to review the quality of teaching and learning are good. Thorough monitoring of children's progress means staff quickly recognise and meet children's learning needs. Parents are very pleased with the care provided and the progress children make in their learning.

Setting details

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| Unique reference number | EY250305 |
| Local authority | Sutton |
| Inspection number | 1014471 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 52 |
| Number of children on roll | 93 |
| Name of provider | Epsom & St Helier NHS Trust |
| Date of previous inspection | 4 April 2011 |
| Telephone number | 020 8296 2467 |

Woodlands Day Nursery registered in 1993. It is one of two nurseries run by the Epsom and St Helier National Health Service (NHS) Trust and provides care for children of NHS staff only. It operates from the grounds of St Helier Hospital. The nursery is open each weekday from 7am to 5.45pm for 52 weeks of the year, with the exception of all bank holidays. The holiday care is open from 7.30am to 5.45pm during school holidays. The nursery provides funded early education for three- and four-year-old children and supports children with special educational needs and/or disabilities. The nursery employs 18 members of staff, all of whom hold relevant qualifications at level 2 and above, including two members of staff with degrees in childcare.

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