

Woodlands Nursery

Inspection report for early years provision

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Inspector Angela Cole

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Woodlands Nursery was registered under the current ownership in 2010 as a division of ABC 123 Daycare Limited. The nursery operates from a self-contained building within the grounds of the Fire Service College in Moreton-in-Marsh, Gloucestershire. The enclosed, outdoor space includes paved and grassed areas for children's play. The nursery is open each weekday from 8.15am to 5.45pm all year round, excluding bank holidays and one week at Christmas.

The nursery is on the Early Years Register and also makes provision for children older than the early years age group, as it is registered on the compulsory part of the Childcare Register for children under eight years. It is registered to care for 17 children at any one time, including 17 in the early years age group. There are currently 17 children on roll aged from eight months to under five years on a full and part-time basis. The nursery currently supports a number of children learning English as an additional language.

There are five members of staff working directly with the children. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery effectively meets the needs of all children in the Early Years Foundation Stage. Generally, staff plan well in order to provide experiences that are stimulating and engaging so that children's learning and development is effectively promoted. The nursery takes positive steps to ensure children's safety and well-being and most required documents are maintained. Sound systems are in place to establish partnership working and staff obtain some information from parents to begin to involve them in their children's early education. There is clear commitment to continuing the good progress made under the new management so that priorities for future development are well implemented to support children and their families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission at the time of each child's admission to the seeking of any necessary emergency medical advice or treatment. (Safeguarding and promoting children's welfare) 14/04/2011

To further improve the early years provision the registered person should:

- review the indoor and outdoor environments to ensure these are accessible and interesting to children so they can learn independently
- enhance children's good progress towards the early learning goals by obtaining more information from the parents about the children's learning in all areas.

The effectiveness of leadership and management of the early years provision

The leadership and new management are strong and have already made significant improvements to the organisation of the nursery. There is good emphasis on safeguarding as policies are well understood by staff who are well placed to respond to children who may be at risk. An effective risk assessment programme is used to keep the premises and resources safe and suitable for children to use. Robust employment procedures are in place to make sure that adults working with children are suitable for their roles. Much documentation has been revised to reflect working in the Early Years Foundation Stage. However, recently adopted forms offer no provision for requesting written parental permission for the seeking of medical advice or treatment to care for children in an emergency .

The nursery is being considerably extended to provide spacious, light, bright areas for younger and older children. Equipment and toys for babies have been reviewed and there are plans in place for the older children's resources to be sorted and cleaned. A wide range of books is not always available and outdoor areas are mainly used for physical play so that children's independent learning in each area is not maximised. The deployment of staff is well considered so children benefit from high levels of adult support. Staff actively promote equality and diversity as they acknowledge and value differences. The use of small furniture effectively promotes inclusion as even the youngest children can fully take part in family-style meal times and planning takes good account of children's individual requirements.

New families are warmly welcomed and encouraged to give considerable general information about their children's routines, preferences and language capabilities. Parents feel well informed about the children's care and some of their activities through verbal discussion and babies' daily sheets. They attend parents' meetings to talk with key persons and view their child's learning journal. However, they do not regularly contribute additional information to be used in the assessment of their child's progress. The nursery takes steps to identify other settings that children may attend and has systems to develop links to ensure consistent care for any child being cared for by another early years provider.

There are effective strategies for reflection and self-evaluation to identify the nursery's strengths and areas for development. The setting takes account of the views of staff, parents, children and other professionals and takes positive action

to drive future progress. For example, recent changes to the planning, observation and assessment arrangements have had a positive impact on the outcomes for children.

The quality and standards of the early years provision and outcomes for children

Babies and children make good progress in their learning and development. This is because staff take care to identify individual needs and interests and use these effectively to plan and foster many activities that challenge and equip children with skills for the future. A strong key person system ensures that staff know the children and their families well. This, along with a solid programme of observation, means that children's activities are recorded and their achievements consistently recognised and acknowledged.

Progress is good in all areas of learning, but particularly good in creative development. This is because babies and children enjoy music and eagerly join in with the actions and words of rhymes. Staff make this fun by creating their own words and encouraging children to choose songs by selecting associated objects from a song bag. Children freely explore a wide range of media and materials, including sand, water, cornflour mixture and paint. Older children become engrossed in their small world and role play, telling their stories to the attentive staff. For example, they create train scenes whilst comparing the lengths of 'carriages' and are fascinated to handle different cleaning cloths which they persevere to 'iron' flat.

Children feel safe and secure in the nursery as they have strong bonds with the adults caring for them. New children settle quickly, including those learning English as an additional language. This is because staff give them sustained, individual attention and they have fun following their own interests. Children learn to keep themselves safe as they use tools correctly, including table knives to chop vegetables they have grown. They have a good awareness of potential dangers and how to avoid them, for example, stating clearly the meaning of traffic light colours. Children readily adopt healthy lifestyles, regularly being taken out of doors into the fresh air and walking in the woodland. They learn a song to understand why they wash their hands and make healthy food choices at snack and meal times.

The children have a growing understanding of the world about them and the lifestyles of others. For example, they welcome visitors from the local community including the vicar and fire-fighters. They demonstrate caring attitudes as older children frequently take responsibility for younger ones, holding their hands and taking them to the dining room. The high expectations of staff and the clear boundaries set mean that children behave very well and have good manners. They are confident and enthusiastic because the nursery effectively meets their needs and provides challenge and enjoyment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met