

Woodthorpe Day Nursery LTD

Inspection report for early years provision

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Inspector

Sue Riley

Setting address

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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*.

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Description of the setting

Woodthorpe Day Nursery Ltd opened in 1993 and re-registered in 2010. It is a privately run nursery and operates from large, detached premises. The building is for the nursery's sole use. The nursery is situated on the outskirts of Nottingham, on a direct bus route and car parking is available. All children share access to secure enclosed outdoor play areas.

A maximum of 83 children aged eight years may attend the setting at any one time. There are currently 140 children attending, all of which are within the early years age range. Children come from the local and wider communities. The nursery currently supports a number of children with learning difficulties and/or disabilities. They are in receipt of funding for the provision of free early education to children aged three and four years. The nursery is open each weekday from 8am to 6pm, for 48 weeks of the year, closing only for all main bank holidays, one week at Easter and Christmas, and two weeks in August.

The nursery employs 25 members of staff. Of these, 23 hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery and receive good levels of care because the qualified staff work very closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play. They demonstrate that overall, they fully understand the welfare requirements. Good partnerships between parents and staff ensure that individual children's needs are met and their protection assured. Partnerships with other agencies in childcare are in place. Successful steps are taken to evaluate most aspects of the provision for children, and the nursery demonstrates a suitable capacity to make continuous improvement and sustain its high standards.

What steps need to be taken to improve provision further?

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

- evaluate the observations to make them more valuable and informative towards the planning of next steps for children's development
- develop further the risk assessments for outings.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The nursery has robust recruitment procedures in place. All staff and students have a thorough induction and the Safeguarding policy is highlighted from the start. Detailed risk assessments of the nursery are carried out to provide a very safe environment. The whole staff team are involved in the self-evaluation process, and have completed a detailed evaluation of their setting. Parent's views are sought through regular questionnaires. They value the support they receive from the local authority. The nursery has good monitoring systems in place for the many record-keeping systems. The staff update policies and procedures appropriately. The manager routinely makes good use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this setting.

The good liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. The nursery has regular meetings with parents, in which they are invited to spend time with the staff in discussing their child's development and progress. Many parents speak very highly of the nursery and its exceptional staff team. Termly newsletters and information sheets show how parents can extend the children's learning at home by adding to the current nursery topic or interest. The nursery is starting to develop further the effective working partnerships with other early years settings in which some children attend. The transition partnership with the schools that children move on to is good.

All staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. The nursery effectively and actively promotes equality and diversity. Staff are highly effective in ensuring that all children are well integrated and make progress in their development. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Where possible, the resources are kept at the children's level for them to access to promote their independence. Children are taken on outings, both locally and to places further a field. However the risk assessments for outings are not always as thorough as they should be.

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

Children settle well in the nursery and enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. The staff plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have detailed assessment records for each child as a record of their development and learning journey whilst attending the nursery. However, staff do not always effectively evaluate these observations to make them more useful in the future planning of activities for children. Children are very eager to play and join in with the activities. They get excited at what they are doing. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Staff respond to children's current interests. They challenge children in planned and spontaneous ways by asking open-ended questions or encouraging them to do things for themselves.

All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children use their manners and learn to be respectful of their peers and adults. They have warm relationships with the staff and have lots of fun with them. Children are developing their awareness of diversity through activities and resources. This helps them positively explore and value differences and similarities in the wider world.

Children's social skills and ability to communicate with others are enhanced, so that they are developing the underpinning skills needed for their future success. Children in the toddler and preschool rooms are aware of the tidy-up routine. Children have lovely warm relationships with the staff and have lots of fun with them. They willingly approach the staff as and when needed, demonstrating that they feel safe. Babies settle very well when left by their parents and demonstrate that they feel safe and secure with the staff. Children play well together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Children learn about keeping themselves safe through the discussions and activities provided. For example, the older children, as they go up and down the stairs, are encouraged to hold on to the banister rail or, as they go through the secure car park to their outdoor play area they follow an identified path.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They each have their own flannels that are hung on the back of their chairs to prevent the risk of cross-infection during meal times. Children benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Meals are cooked from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Older children take responsibility for being the table monitors during meal times. Children enjoy their meals and eat well. The babies get excited as they see their bottles as they know what is coming. They are fed by their key person and in their arms so they can build up a strong emotional bond. Children use and develop their small muscles

and hand-eye control in all that they do. They use their imagination very well as they play in the inspiring role play area of under the sea. All children communicate well, from the babies babbling and making sounds to the older children having excellent conversation with their peers and the staff. They enjoy books and having stories read to them, even outside in the summer house or under the covered area. Children problem-solve as they complete jigsaw puzzles or build with the bricks. When interacting with children, staff encourage and expand on children's vocabulary. Lots of happy sounds are made and children were really happy and settled in the nursery. It was evident and the staff knew the children very well. The outdoor play provision in all areas has recently been re-developed and now covers all areas of learning and really challenges children.

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	2
The effectiveness of the setting's engagement with parents and carers	1

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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