

# Woodthorpe Day Nursery

Woodthorpe Day Nursery, 1 Albemarle Road, Woodthorpe, NOTTINGHAM, NG5 4FE

<b>Inspection date</b>	20/09/2013
Previous inspection date	16/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children make good progress because staff effectively observe and assess their level of achievement. Communication between parents and staff is very good with regard to sharing information on care and learning. Staff are aware of, and plan in accordance with, children's different interests as well as their stage of development.
- Children take part in a balanced range of interesting activities that challenge them effectively. This means they are making good progress and are prepared for the next steps in their learning.
- Relationships between staff and children are good, and children are happy and settled. Staff ensure that children's emotional security is given high priority and so transition from home to nursery, within the nursery and on to school is addressed well.
- Staff successfully minimise potential risks in play rooms and in the outdoor play area. The premises are secure.

### It is not yet outstanding because

- Younger children's language development is not always maximised. Staff do not consistently support them in progressing from saying single words to building sentences.
- Staff do not always ensure that space and resources for independent exploratory play are made available for young children while they wait to take part in adult-led creative play activities.

## 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.

## Inspection activities

- The inspector observed activities as children played in playrooms and outside.
- The inspector spoke with the provider, manager, staff and children at appropriate times throughout the inspection.
- The manager and the inspector jointly observed an activity.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability and qualifications.

## Inspector

Jan Burnet

## Full Report

### Information about the setting

Woodthorpe Day Nursery opened in 1993 and re-registered in 2010 on the Early Years Register. It is a privately run nursery and operates from large, detached premises on the outskirts of Nottingham. All children share access to enclosed outdoor play areas.

There are currently 145 children on roll, all of whom are within the early years age range. Children come from the local and wider communities. The nursery provides funded early education for two- three- and four-year-old children.

The nursery is open each weekday from 7.30am to 6pm, for 48 weeks of the year, closing on Bank Holidays, one week at Easter and Christmas, and two weeks in August. The nursery employs 30 members of staff. The manager holds Early Years Professional status, 23 staff hold early years qualifications at level 3 or 4 and three staff are qualified at level 2. The remaining three staff are working towards relevant early years qualifications.

### What the setting needs to do to improve further

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

- enhance the speaking skills of young children by modelling sentences, for example, by adding a word when repeating a word back that a child has said
- make sure that space is created for more than one child at a time to take part in activities that interest them, and consistently give children opportunities to independently explore a full range of media.

## Inspection judgements

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

Children make good progress because staff promote their learning and development effectively. Planning for learning is tailored to individual needs and interests. Children show confidence and curiosity as they explore a stimulating learning environment. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in the nursery and at home. Staff ensure that children develop skills in readiness for reception class in school. They are aware of the requirement to provide parents with the Early Years Foundation Stage progress check completed on children between the ages of two and

three years when necessary.

Children play happily and they are confident, settled and secure. Their communication and language development is promoted well by staff. Signing is used effectively with babies and staff promote young children's speaking skills generally well by repeating single words that they say back to them. However, promoting the use of sentences is not maximised because staff do not add another word when repeating single words back. Older children confidently use full sentences when they talk with staff and each other. Their language development is extended effectively because when staff ask questions, these are open-ended and staff give children time to think before expecting them to respond. Songs, rhymes and games outside and in playrooms encourage speaking and listening skills, mathematical learning and physical development. In the outdoor play area, pre-school children play 'What's the time Mr Wolf'. Children shout out the time and then count out the number of corresponding steps forward. They eagerly anticipate the staff member shouting out 'dinner time' and when she does so, they demonstrate good control of their bodies as they turn quickly and retain good balance, negotiate space and avoid others when running. Younger children sit in a large circle on the carpet and enthusiastically join in with action songs and songs that promote counting and an early awareness of calculation. For example, they sing, 'when Goldilocks went to the house of the bears'. This involves demonstrating 'huge' and 'small' with their hands and counting to three several times. Young children take turns happily when they sing '5 currant buns'. They are keen to pretend to be either a bun, or the person buying a bun. Staff encourage the children to count the five buns and then count again each time one is taken away.

Children's manipulative skills are developing well and are practised daily because they enjoy access to a full range of small toys and tools that are suitable for their different stages of development. Art and craft and graphics resources are easily accessible and pencil control is developing well, as a result. Opportunities for children to explore their senses are good. Babies explore the different textures of dry resources such as oats and wet resources such as jelly. They explore different metal and wooden items in treasure baskets, explore heuristic play materials, and paint with their hands, their feet and with brushes. Young children enjoy exploring the sounds of a range of different musical instruments and staff encourage them to tap out a simple rhythm. They excitedly play with a large sheet of bubble wrap. Staff demonstrate how to make sounds by pressing into the plastic with their fingers and children decide to sit and then roll on the bubble wrap and as they do so they laugh and say it is 'noisy'. Children are continually able to choose from a good variety of activities and resources. However, a planned activity for younger children involves using glue and collage to decorate plastic bottles to make musical instruments, and this is organised so that only one child at a time is able to take part. Other children are keen to be involved, but are asked to wait until it is their turn. Consequently they watch other children because independent access to the media being used is not offered to them to explore. All children enjoy easy access to books and ones for babies and younger children contain different textures and sounds.

Older children are currently inspired by a topic on growth. They are exploring life cycles, including those of butterflies and frogs by watching the change to caterpillars and tadpoles that they have collected. Parents are encouraged to be involved and they are currently sending in photographs of children at different ages so that they can relate their own

growth to the current theme. A trip to a local country park was recently organised to support children's interest in animals and encourage an interest in natural history. Children are growing sun flowers. Mathematical learning is promoted well by staff because children are measuring the height of their flowers. Children are also encouraged to use their imagination as they move to music and pretend to be sun flowers. Children's learning is extended effectively by staff because the role play area is currently a baby clinic.

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

Children's personal, social and emotional development is addressed well by staff in accordance with their different needs. Relationships between children and staff are strong, and children are happy, settled and secure. Their emotional security is initially addressed effectively because key persons support them well in the transition from home to the nursery. When children change rooms and key persons within the nursery this is organised so that children continue to feel emotionally secure, and continuity of learning is addressed effectively. Children are prepared well for their move into other early years settings and Reception class in school. This is because teachers from local schools visit children in the nursery which ensures coherence of learning. Children's independence is promoted well by staff. For example, they confidently choose from a good variety of resources in playrooms and in the outdoor play environment and they learn to manage their own self-care needs. In order to address children's self-esteem, positive reinforcement is the major strategy used by staff to manage children's behaviour. Children behave well and staff are good role models. Resources are safe and meet children's learning and development needs well.

The play environment created by staff is safe warm and welcoming for children and their parents. Admission information obtained from parents ensures that individual care needs are well met. Children's good health is protected because staff encourage them to be physically active on a daily basis and they enjoy outdoor activities throughout the year. Children's welfare is addressed effectively because staff ensure that their good health is protected and because the play environment is safe and secure. Children learn how to keep themselves safe. For example, one of the pre-school playrooms is on the first floor and children learn how to climb up and down stairs safely. In order to protect children's good health all staff complete first-aid training. Documentation relating to accidents is kept up to date. Fire procedures are efficient. Fire drills are practised regularly and regular checks conducted by an external company ensure that detectors and alarms are working correctly. The fire doors have also recently been updated and practitioners within the nursery are all aware of the clear procedure. Meals and snacks provided for children are healthy and nutritious, which contributes to children's good overall well-being.

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

The provider, manager and staff ensure that good measures are in place to promote children's health and safety. Staff are aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left unsupervised with a person who has not been vetted. Required ratios are maintained and

staff are deployed effectively. The manager has a good understanding and gives priority to safeguarding children. This philosophy is also shared by the staff, who all have a sound understanding of safeguarding issues and the procedures to follow. Procedures for safeguarding children include clear recruitment processes to ensure the suitability of staff. The provider and the manager are aware of significant events or incidents that must be reported to Ofsted. They undertake regular maintenance of the property and this is supported by the employment of a handyman in order to further support children's safety.

The manager and staff members ensure that the educational programmes are monitored effectively so that children are challenged effectively and make good progress. The manager and room leaders monitor through observation of staff practice and through checks of observation, assessment and planning records. This is then discussed with staff members during supervision and appraisal meetings. Staff demonstrate a commitment to professional development and strive to improve their knowledge and skills. Staff communicate with parents well, encouraging them to be involved in their children's learning. In order to review and improve practice, advice and support is welcomed from early years advisory staff. The Ofsted self-evaluation form is currently being updated. The choice of resources is good and meets the developmental needs of children effectively.

The partnership with parents is strong. Staff are fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Good communication between staff and parents means that children's care and learning needs are met well. Information provided for parents is thorough. Staff work successfully in partnership with other early years providers to ensure consistency of care and learning for children.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY412715
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	931797
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	145
<b>Name of provider</b>	Woodthorpe Day Nursery Limited
<b>Date of previous inspection</b>	16/05/2011
<b>Telephone number</b>	01159620415

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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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