

Woodlands Day Nursery

2 Artemis Court, St. Johns Road, Meadowfield, DURHAM, DH7 8XQ

Inspection date

Previous inspection date

14/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The nursery provides a welcoming, well organised, inclusive environment. Staff prioritise children's safety and, as a result, children move confidently around the setting.
- Children are happy, settled and feel secure, as they are cared for by staff who are warm and sensitive to their individual needs. They develop high levels of confidence and self-esteem because staff fully recognise and acknowledge their efforts and achievements with meaningful praise.
- Staff have a good knowledge of the Early Years Foundation Stage and children's learning and development. This is used effectively to aid observation, planning and assessment.
- Children make good progress in their learning and development. This is enhanced by staff who are enthusiastic and provide a wide range of activities and experiences which build upon children's interests and abilities.

It is not yet outstanding because

- The use of print in the environment, such as, labels on storage boxes, is not fully embedded to further support children's early literacy skills.
- Opportunities for children to tackle a varied range of climbing equipment in the outdoor area are not always available for them to practise their physical skills fully.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playrooms and outdoor area.
- The inspector spoke with the temporary manager, staff and children at appropriate times throughout the inspection.
 - The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form, policies and procedures, children's records and other relevant documentation.
- The inspector carried out a joint observation with the manager.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Woodlands Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in the Meadowfield area of Durham and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from premises on an industrial estate and there is a fully enclosed area available for outdoor play.

The nursery employs four members of child care staff. Of these, all hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. There are currently 17 children on roll who attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- foster children's early literacy skills further by increasing the use of print in the environment. For example, by making more use of labelling on storage boxes

- plan additional opportunities for children to tackle a varied range of climbing equipment in the outdoor area, to further develop their physical skills.

Inspection judgements

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

Teaching and learning are good. Staff have a good understanding of the seven areas of learning and have implemented clear systems for observation, assessment and planning. Observations are used to plan a varied and challenging learning experience for all children. Children's learning journeys and tracking systems show how children are making good progress towards the early learning goals and developing the necessary skills in readiness for school. Staff work closely with parents, when children first attend, to establish children's starting points and care routines, helping to support children's transition into the setting and build an accurate picture of their development. Parents have ongoing access to their children's files and can add their own comments, both verbally to staff and in writing. Staff provide a wide range of information on activities parents can do at home to help to support continuity of children's learning. For example, children are encouraged to

take dough home to continue their learning at home.

All children enjoy joining in with a wide variety of action songs and number rhymes, which helps to develop their literacy and early mathematical skills. They enjoy exploring the outdoor area and digging in the sand pit and raised beds. Staff provide a range of equipment for children to practise moving in different ways. For example balancing, throwing and kicking. However, opportunities for children to tackle a varied range of climbing equipment in the outdoor area, to further develop their physical skills, are not always available.

Staff work with children who speak English as an additional language and children with special educational needs and/or disabilities and provide additional support to ensure all children are fully included. For example, words are displayed in children's home languages and staff work with other agencies to support children. Children celebrate a variety of festivals from around the world and staff provide resources to raise children's awareness of different cultures, traditions, and beliefs. This develops children's awareness and understanding of similarities and differences between themselves and others.

All children have independent access to a wide range of books and enjoy reading independently or in small groups. Young children listen to stories with increasing attention and repeat words and phrases from familiar stories. Older children confidently hold books the correct way and 'read' stories to their friends. Staff provide praise and encouragement for their efforts. This helps to foster children's love of reading. However, use of print in the environment, such as labels on storage boxes, is not fully embedded to further support and encourage children's early literacy skills.

The progress check at age two has been completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on.

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

Children are confident and settled in the nursery. The key person system works very well and young children benefit from consistent relationships with familiar carers who attend to their day-to-day needs. The nursery offers all parents settling-in times for their children and these are flexible according to their needs. This helps the child's separation from their parents, putting them at ease and promoting their self-esteem. Good transition procedures are in place for when children move to the next room or school. For example, staff work closely with other providers, parents and children to ensure children and parents become familiar with their new key person. This helps them form secure bonds and promotes their emotional and physical well-being. Staff from local schools also visit the nursery, developing links further. This also helps them to prepare for the next stage in their learning.

Staff offer a very stimulating and interesting learning environment. Resources are of very

good quality, easily accessible to all children and are relevant to their age and stage of development. Children have free access to the outdoor area throughout the day, which means they benefit from plenty of fresh air. Staff have also developed a 'music area' with electronic dance mats and music players, so children can listen to, dance and move to music. This encourages children to use a varied range of media and materials, while developing their physical skills.

Staff give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. For example, staff talk to children about safety during daily routines and activities. For example, they talk to children about why it is not safe to climb on the storage units or run indoors. They encourage them to clear away toys from the floor when they have finished so they do not cause a tripping hazard. Children demonstrate a good understanding of personal hygiene routines and know when to wash their hands. Young children know to ask to use the toilet and can manage their personal needs while being supported very well by the enthusiastic and caring staff. Children display good behaviour. Staff provide lots of praise and encouragement. This promotes and supports children's confidence, self-esteem and achievements very well.

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

Robust systems are in place for staff recruitment and all staff have a current and relevant first aid certificate. Attendance records for staff and children are in place and accurately maintained. This helps to ensure ratios are met at all times. All of which helps to promote children's safety and welfare very well. Staff have a good understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear procedures for assessing any risks to children's safety are in place and are well understood. Written risk assessments are regularly reviewed and daily checks of the premises are completed. Children are safeguarded very well while attending the nursery. This is because there are clear and robust policies and procedures in place to safeguard and protect them. Practitioners clearly understand their roles and responsibilities and know how to recognise signs and symptoms of possible harm.

Staff have a good understanding of the educational programmes. Well organised systems are in place to monitor children's learning and development. Observations, children's interests and comments from parents and other agencies are assessed. This information is then used to challenge children's progress across all areas of learning. Staff have good opportunities for supervision and appraisals with the management team, along with regular staff meetings. At these, training needs are identified to ensure that all staff update their knowledge and skills, helping to enhance the service they provide for all children and their families.

There is a strong emphasis on good communication between parents, other providers and agencies so that children enjoy care that is consistent. Daily care sheets and discussions

ensures parents are well informed about their children's care and development. All staff within the nursery are encouraged to contribute to the setting's self-evaluation. A '1,2,3' system is also in place and clearly shows how staff identify the strengths of the setting and set clear and challenging targets for improvement. The opinions of parents, staff, children and local authority advisors are used effectively to drive forward the development of the setting. This shows that managers and staff have the capacity to build on and sustain the quality of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY452317
Local authority	Durham
Inspection number	893121
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	17
Name of provider	CEF Childcare Ltd
Date of previous inspection	not applicable
Telephone number	07766193962

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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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