

Woodlands Nursery

Inspection report for early years provision

Unique Reference Number	160975
Inspection date	17 January 2008
Inspector	Naomi Bold
Setting Address	1-3 Orchard Road, Barnet, Hertfordshire, EN5 2HL
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Registered person	Child Base Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

The nursery has been registered since 2001 and is one of the nurseries run by the company Child Base. It operates from two converted Edwardian houses, which have been altered to create one building. Children are grouped by age into four groups, each with their own room. There is a garden for outdoor play. The nursery is situated in a quiet cul-de-sac, a few minutes walk from the shopping area of High Barnet and Barnet College.

The nursery operates Monday through to Friday, from 08:00 - 18:00 hours, all year round. The nursery is registered to care for 60 children from the age of six weeks to eight years and currently there are 57 on roll. Of these, 20 children receive nursery education funding. Children attend for a variety of sessions, including after school care. The setting supports children with special needs, and children who speak English as an additional language.

The nursery employs 16 full and part time staff to work with the children, a cook and a cleaner. There are two members of staff who are working towards NVQ level 2, and seven staff who have early years qualifications to NVQ level 2 or 3. The nursery manager has an NNEB and is

currently working towards an NVQ level 4. The setting receives support from a teacher from Barnet Early Years Childcare Planning Group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is thoroughly supported as the nursery has an extremely careful approach towards meeting their dietary needs. The setting has taken many steps to ensure that children are served a wide range of nutritionally balanced foods at all times. Children's specific dietary needs are met at all times as the setting have a 'non-offending foods' policy to ensure that all foods are suitable for all children in the setting. This careful approach ensures that children cannot eat any harmful or inappropriate foods by accident. Mealtimes are a social occasion for staff and children. Children use child sized chairs and tables and are encouraged to feed themselves independently by staff who also use gentle reminders to support their excellent table manners.

The setting has taken excellent measures to protect children from cross infection. Unambiguous policies and clear procedures that are understood by all staff ensure that communicable diseases are identified and that risks to children are minimised. The setting has stringent procedures to record and recognise children's allergies and takes clear steps to ensure that staff know how to treat children in the case of an allergic reaction. These include detailed questionnaires for parents when their children join the setting and healthcare plans that are reviewed and updated throughout children's time at the nursery.

Children are encouraged to be increasingly independent in their personal care as consistent routines develop their awareness of the need for hand washing and to wear appropriate clothing for the weather. Older children are able to visit the toilet independently and discuss the need to wash their hands after using the toilet as they are "dirty". There are plenty of opportunities for children to have physical play, both in the well-stocked garden and using a range of indoor equipment. Children also take part in regular outings to local parks and the library, which ensures that their physical development is varied and interesting to them. This increases their enthusiasm for physical activity and ensures that they enjoy exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe while in the nursery as they are cared for by thoroughly vetted staff. Rooms are clean and clutter free with plenty of child friendly boards that welcome children and parents into the setting. Staff have a good understanding of the need to minimize hazards and move resources around the room to ensure that children can move around the rooms safely. Children demonstrate good awareness of their surroundings and move throughout the setting with confidence.

Children are protected from harm in the case of a fire as the setting has a clear evacuation plan to be used in the case of an emergency and a good range of fire safety equipment. Children understand the evacuation procedure as this is regularly practised and this helps protect them while they attend the setting. Visitors to the setting are vetted, however occasionally not all persons are recorded in the visitor's book. This affects the setting's ability to be accurate about

all persons on the premises in the case of a fire or complaint and has an impact on the children's safety.

Children are protected while in the setting as staff have a good understanding of their role and responsibilities to record and report signs and symptoms of abuse and neglect. The setting has sought training for all staff to ensure that they can recognise signs and symptoms of abuse and neglect and to make sure that they protect children by reporting any concerns to the appropriate agencies.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time in the setting and they enter happily. Children are able to settle to tasks quickly, selecting from the enticing range of resources that staff have put out for them. Boards around the room show many examples of children's work, which helps them to take pride in their achievements. The organisation of rooms is thoroughly child-centric to increase children's sense of belonging in the nursery. Children clearly feel at home with their individual key workers and have made strong relationships with staff and each other. Staff meet regularly to plan activities for younger children according to the Birth to three matters framework. Plans and developmental profiles demonstrate the extreme regard that staff have for maximising individual children's progress. This detailed approach contributes to the excellent improvements that children make while in the setting.

Nursery Education

The quality of teaching and learning of Nursery Education is outstanding. Children are making excellent progress towards the Early Learning Goals as staff have a firm knowledge of both the Foundation Stage Curriculum and children's developmental progress. Planning meetings that include all key worker staff ensure that all children's individual learning needs are planned for. Meetings are also used to evaluate activities and children's progress. Developmental records for individual children closely reflect staff's understanding of their individual needs and demonstrate that staff use this information to move children on to the next stage of learning. This detailed management of children's learning has a demonstrable effect on their excellent progress. Resources are well labelled and accessible and cover the six areas of learning fully. Staff use gentle questioning to increase children's inquisitiveness, for example while children use playdough with a range of cutters, the member of staff questions them about the shapes they are making. This encourages children to think about their activities and enables them to make connections between the models they are making and how they can represent everyday objects. Children settle to tasks for long periods of time and show extremely high levels of concentration which contributes to their achievements. Children are able to select resources from a range of very well resourced learning areas and staff encourage them to be independent learners as well as taking part in planned activities. Children are able to take turns on a computer, they use drawing packages and simple games, manipulating the mouse with skill and choosing from a range of colours. Children enjoy blowing bubbles in a water tray with straws, they know to roll their sleeves up. Children are able to make connections between their actions and consequences. For example, they are able to say that if they put wheels on a lego boat it will sink in the water tray because it is too heavy. The well stocked book corner and comfy cushion area increase the regularity with which children can access books and they do so with gusto, settling down in groups to look at a range of fiction and non-fiction books. Children read familiar stories aloud to each other, this helps to increase their vocabulary and demonstrates that they are able to cooperate with one another while learning.

Helping children make a positive contribution

The provision is outstanding.

Children are treated extremely warmly in the setting by a demonstrative and approachable staff team. Children are learning about the diversity of our wider world. They are exposed to a very wide range of positive images of cultural and religious diversity and the setting has also provided books, dolls and small world resources that demonstrate positive images of individuals with differing needs. The setting is widely involved in local community projects and staff and children have taken part in a wide range of charitable events. This helps children to feel a part of their local community. The setting has taken several great steps to promote equal opportunities. Each individual room has an Equal Opportunities representative who takes responsibility for arranging activities and resources to teach children about the importance of equal opportunities. This has a very positive effect on all children who attend the setting and they treat each other with great warmth and respect. Children are encouraged to form strong attachments to each other and this has a very positive impact on their sense of belonging in the nursery. Behaviour management in all areas of the nursery is excellent. Minor disagreements are solved with minimal intervention by staff and children are able to manage their own behaviour extremely well. Older children understand what behaviour is unacceptable. A child mimes 'biting' using a puppet. The child then tells the puppet that "biting is not nice, we don't bite, it hurts people" and takes the puppet to have "some quiet time".

The setting has a thorough approach towards caring for children with a special educational need. Clear policies and procedures and extremely good links with outside agencies and support ensure that any concerns are noted and raised appropriately, ensuring that assistance can be sought to meet the needs of individual children. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. The manager has a very sensitive attitude towards parents and carers and has made many adjustments to meet the needs of individual families. Whiteboards outside each room and attractive parents' notice boards provide daily information for parents and carers about the educational provision that their children receive. Parents' evenings, stay and play days and regular open events welcome parents into the nursery and this helps them take part in their child's learning journey. Staff recognise the importance of an honest and open relationship with all parents and this approach contributes heavily to the excellent continuity of care that all children receive. The setting welcomes suggestions and input from parents, and plans and developmental records show that parents and carers are able to provide information that is highly constructive to staff when assessing individual children's progress.

Organisation

The organisation is good.

Children in the setting benefit from being cared for by qualified, vetted and experienced staff. Recruitment and vetting procedures are thorough to protect all children in the setting. The nursery has a flexible approach towards the care that it provides and this ensures that the needs of individual families can be met. Policies and procedures are detailed and clearly adapted to meet the needs of the setting and the children who attend. Staff have a good understanding of their roles and responsibilities and work flexibly to meet ratios at all times. The setting meets the needs of the range of children for whom it provides.

The leadership and management of Nursery Education is outstanding. The manager has an excellent knowledge of the Foundation Stage Curriculum and has been able to pass her knowledge and understanding of children's learning and development to her staff team. The manager has great support from her superiors, who have a hands-on approach to the nursery and children are clearly familiar with them. The manager has implemented simple and very effective planning and assessment schemes. These demonstrate a consistently detailed approach towards the educational provision in the setting and underpin the outstanding progress that children make in relation to their starting points when they enter the nursery.

Improvements since the last inspection

At the last inspection two recommendations were raised that concerned staff deployment and the improvement of the key worker system in the nursery. The manager of the setting has made several improvements to these issues, including staff training to improve the key worker system. The manager has also taken on extra staff to meet ratios at all times and has several agencies that she can use to cover short notice absences. These improvements contribute towards the continuing safety and welfare of children in the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- revise current signing in and out policies to ensure that all visitors to the premises are recorded when they arrive.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk