

# Holmwood Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY368754
<b>Inspection date</b>	02 June 2008
<b>Inspector</b>	Jan Leo
<b>Setting Address</b>	Holmwood, Foxcombe Road, Boars Hill, OXFORD, OX1 5DL
<b>Telephone number</b>	01865 327 066
<b>E-mail</b>	
<b>Registered person</b>	Holmwood Nursery LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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](http://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?

Holmwood Nursery registered as a limited company in 2008 though has been running as a nursery since 1985. This privately owned nursery is located in converted residential accommodation in the Boar's Hill area of Oxford. There are extensive woodland gardens for outdoor play. The intake of children is from a wide catchment area of approximately ten miles.

The nursery opens on weekdays from 08.45 to 15.30 during school term times. A maximum of 26 children from two to under eight years may attend at any one time and there are currently 53 children on roll. Of these 35 children receive nursery education funding. The nursery supports a small number of children who have learning difficulties and/or disabilities, and six children who speak English as an additional language.

The nursery employs nine members of staff to work with the children and all have appropriate early years qualifications or are training for a nationally recognised qualification to level 2 or above. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children thrive because staff design each day around outdoor learning in order for children to benefit from fresh air and exercise while they play. The staff automatically promote good hygiene, making use of photographic instructions of teddy using the toilet and washing his hands in order to remind children what to do. The staff provide a step to help young children reach the washbasin and oversee hand washing to ensure it is thorough, while promoting independence. The children dress appropriately to protect them from the elements, playing outdoors in all weathers to get first hand knowledge of various aspects of nature within their environment. They go on nature walks, run around the garden and rake up leaves to push around in a wheelbarrow. All move extremely confidently with good control over their movements. The children form strong bonds with the staff and make friends quickly to become emotionally secure within the nursery. All members of staff hold a first aid certificate to equip them with the skills and knowledge to administer first aid effectively and relieve distress quickly. They keep clear accident and medication records to share with parents and carers, and have details of children's allergies and health issues on record to ensure care remains suitable for each child. The children sit to eat healthy and varied snacks of foods such as fresh fruit, milk or water. They bring their own packed lunches from home and talk sociably together as they eat, learning good table manners as a matter of routine. The children do not always have a plate for their snack to completely promote etiquette.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The children have a vast natural outdoor environment to move about in as well as a cheerful indoor space which is welcoming and safe. The staff make excellent use of all areas to offer opportunities for children to play freely and move around safely without impacting on other children's games. The staff use a very successful combination of supervision and physical barriers to control where children go and the children consistently learn about safety to prepare them for hazards when away from the site. For example, they learn the boundaries around the garden by recognising different trees, understand the dangers of putting things in their mouth, and the importance of complying with instructions to stay together. All staff supervise diligently and point out safe practice as children play, without hampering the activities. They skilfully explain possible consequences to children to develop an understanding of safety to stand children in good stead for later life. For example, when children played with dolls and teddies in cars, the staff helped the children make seat belts for some. They watched what happened when the cars sped down a slope causing the unsecured toys to fall out or bump their heads when they fell forwards. These visual explanations help children develop a memory bank full of meaningful information. The staff complete risk assessments and daily safety checks to remove major hazards and identify opportunities to teach more about safety. They review practice at regular team meetings and revise procedures, such as the child protection procedure, to ensure all staff remain up to date and have the confidence to put policy into practice if necessary. All staff have a firm understanding of their responsibility to safeguard children from harm and know to refer concerns promptly if they arise.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

All children are confident, sociable and eager to join in. They receive a very high level of support to help them settle and become part of the group. They choose what to do from a varied and stimulating range of activities prepared by staff before children arrive. The children develop their own play with great ease playing alone or with friends both indoors and out. All staff are adept at joining in to develop ideas and they link learning to add meaning and make learning relevant to the children. Children spend most of the day following outdoor interests and learning about wildlife in its natural habitat. The learning opportunities are endless, with children discovering how to steer a wheelbarrow around the garden, hold a rabbit carefully on their lap, and learn where a mole lives and when it sleeps. All children develop a heightened sense of curiosity to guarantee their involvement and enjoyment.

### **Nursery Education.**

The quality of teaching and learning is outstanding. The staff monitor children carefully when they take up their place, in order to find out about their interests and determine their starting point. The staff plan a range of activities with different levels of learning outcome to suit different abilities. They base the activities around a theme, such as Homes and Habitat, and the entire day offers children a host of well prepared tasks and related free play opportunities. For example, the children create animal templates rubbings, add foliage to a paper-mache landscape to create a jungle for snakes and moles to live in, and some de-flea a stuffed squirrel in the animal hospital while a friend resuscitates a toy guinea pig. The staff link all learning to reinforce what children know and help them make sense of things. They join in to bring in new ideas and highlight safety points to ensure children play safely and get full value from all they do. The staff record children's progress in order to plan their next steps and identify any areas of weakness. They then tailor the day to include appropriate activities to move each child on while they pursue their own interests and learn more about modern life. As a result, all children make excellent progress and learn effortlessly while having fun. The children join in eagerly, link with friends to expand their interests, and confidently voice their opinions and talk freely about the things they like. For example, the children chat about colours and count without prompting throughout the day. One reminds others that a larger flower among the Forget-me-nots is a Periwinkle, and another said 'my sister is 12' when staff placed a number one and two down on the table. The staff consistently make learning stimulating to promote participation and consequently, the children are extremely enthusiastic learners. All children progress at a rate to suit them. Many of the more able children can recognise simple words and write clearly. They learn the value of the written word by adding labels to displays around the room. Staff present children's art work well in all areas of the building to show off their achievements and highlight the value of all they do. Staff use inspired visual aids to make learning memorable, dressing as a magician to involve children in number work and pouring coloured water to 'mix the spell'. The children know how colours change when mixing two together and correctly say what the outcome will be. They recognise bird calls and enjoy using binoculars to spot garden visitors before checking reference books for more information about what they see. All children remain fully engrossed and have a thorough understanding of all they do.

## **Helping children make a positive contribution**

The provision is outstanding.

The children feel special because the staff get to know them and their families very well in order to show interest in their home life and help share personal news with enthusiasm. The children receive a high level of attention to make sure they settle quickly and join in fully. All have equal access to the vast range of activities and learning opportunities and staff tailor these to suit individual ability and interests. As a result, the children feel it is their nursery and they grow in confidence to steer play and make strong friendships. The staff develop their own skills to ensure children with special needs receive the care and learning opportunities they need to help them reach their potential. For example, some staff learnt Braille to help children with sight problems, and use their skills of teaching English as a foreign language to overcome communication difficulties. The children learn to share and take turns fairly as a matter of routine and all show consideration to both humans and animals. The children learn to sit quietly to hold a rabbit, keeping sudden noises and movements to a minimum to avoid frightening it. The children greet their friends cheerfully on arrival and chat sociably together throughout the day. All play exceptionally well together and willingly help the staff when it is time to pack away. Some children take their responsibility very seriously, searching under units to find missing resources in order to preserve the play value of their equipment. The children behave impeccably and form a happy and harmonious group. The partnership with parents and carers is outstanding. The staff develop very strong relationships with families to foster valuable, open communication. Parents and carers have the opportunity to comment about the service and suggest improvements. They receive clear information about how the setting operates and have easy access to their children's records to keep abreast of progress and enable them to continue learning at home if they wish. All receive a cheerful welcome when they visit the setting and feel comfortable if staying to settle their children when new to the provision. The staff talk regularly to families about what the children do and hold parents meetings to give more formal feedback. All parents value the setting highly because of the individual attention they and their children receive. Spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The leadership and management of the provision are outstanding. The registered provider and staff work alongside each other to remain fully involved in all aspects of the provision. They form a considerably capable and strong leadership, contributing equally to the learning experiences the children receive to ensure high achievement. The staff base all learning on children's individual interests and they plan extremely effectively to develop children's enthusiasm for learning. All staff know the aims of the activities and competently bring in new ideas and reinforce what the children know. The children benefit from a forest school environment where they learn modern day skills while discovering all about the natural world. Staff promote health and safety as a matter of routine to ensure children develop good habits from an early age and know how to keep themselves safe. The children benefit from un-pressured learning experiences, being allowed to steer the day and choose what to do for the majority of the time. The staff skilfully link learning to fill the day with meaningful and stimulating activities designed to help children progress at their own pace. All staff dedicate themselves fully to meeting the needs of the children and they thoroughly enjoy their work. They monitor what they do, constantly searching for ways to improve, and review policies regularly to keep the paperwork up to date. Some policy updates are not thorough resulting in the child protection policy and complaints policy

lacking contact details, and the Safeguarding Children Board being referred to by its previous name. These minor weaknesses, whilst slightly reducing the standard of the documentation, have no impact on safety or the quality of care because the staff have all the information available separately and know the procedures to follow. All of the documentation, required by regulation, is in place and of a high standard.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- make sure policy updates are thorough to include changes in terminology, and routinely include contact details for social services and Ofsted when appropriate.

#### **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](http://www.ofsted.gov.uk)