

The Woodside Centre

Inspection report for early years provision

Unique reference number EY281084
Inspection date 10/08/2009
Inspector Elaine Douglas

Setting address Lea Road, Tiverton, Devon, EX16 6SU

Telephone number 01884 243712
Email woodside@pre-school.org.uk
Type of setting Childcare on non-domestic premises

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Woodside Centre opened in 2004 and is run by the Pre-school Learning Alliance as part of a Neighbourhood Nursery project. It operates from a purpose built, open planned building located next to shops, in a residential area of Tiverton. There are three designated play areas within the building for children to be grouped according to age, with a large indoor communal area which is used by all ages. There is free-flow access to a fully enclosed, outdoor play area. The nursery is open each weekday from 08.00 to 18.00 all year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the nursery at any one time. There are currently 74 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities, or children who speak English as an additional language.

There are 10 members of staff, of whom one holds a level 4 early years qualification and seven hold a level 3. One member of staff is working towards a degree and one towards a foundation degree. Two staff are working towards a level 2 qualification and one is working towards a level 4. An administrator is also employed to support staff.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The partnership with parents and others is the strength of the setting, contributing significantly to staff meeting children's individual needs, and successfully promoting their welfare and development. Staff have increased their knowledge of the Early Years Foundation Stage (EYFS) and how to effectively implement it. This means that children make good progress, given their age, ability and starting points. The good use of self-evaluation enables the senior team to identify priorities for improvement and respond to the needs of its users. Children are kept safe and secure through good supervision and procedures.

What steps need to be taken to improve provision further?

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

- develop ways of supporting older and more able children in managing their own behaviour
- increase staff awareness of child protection procedures for reporting concerns

The leadership and management of the early years provision

Managers at the setting have sought guidance and training to improve the provision and meet actions set at the previous inspection. Staff have now embraced the EYFS framework and implemented new systems to ensure that activities build on what the children already know and can do and reflect their individual interests. The checking systems ensure that all the available space, furniture, equipment and toys are safe for use by the children. Hygiene practices have been improved to help prevent the risk of cross contamination and parental consent is always sought prior to administering any medication. In-house training and regular supervision ensures that staff are able to implement the policies and procedures for the safe and efficient management of the setting, and risk assessments are carried out for each type of outing. Self-evaluation, which includes staff, parents' and children's feedback, successfully identifies areas for improvement and actions to ensure good outcomes for children.

Staff are well deployed and through good communication they ensure that children are supervised and supported at all times. The dedicated staff team regularly seek appropriate training to improve practice. For example, the deputy has attended training and disseminated it to staff to promote children's awareness of a healthy lifestyle. All staff receive child protection training as part of their induction process. Good guidance and written procedures are in place. However, senior staff are not clear in their understanding of the procedures for reporting concerns. All necessary documentation and policies and procedures are in place to ensure children are safeguarded.

The introduction of 'home' observations and the offer of home visits has strengthened the partnership with parents. Parents' evenings, notice boards, daily diaries, newsletters and extensive written information keeps parents well informed about the provision. Their views are sought through questionnaires and the suggestion box. They are invited to participate in play opportunities with their children and discuss their child's progress. All staff are now trained in the role of the key person, who works closely with families to promote each child's welfare.

The quality and standards of the early years provision

Children make good progress in their learning and development because staff regularly observe them and effectively plan for their individual learning needs. A new system has been implemented which involves the staff and parents in observing, assessing and recording children's development. A review of their progress is regularly reported on and shared with parents. Children are involved in recording activity ideas and the continuous provision of equipment. Every child's individual learning needs are planned for by their key person, based on the child's interests. This means that children are motivated to learn. A wide range of appropriate toys and resources are stored safely at low level so that children of all ages become inquisitive, independent learners.

Children participate in first-hand play opportunities and experiences, effectively

supported by staff. They are able to choose between indoor and outdoor activities, which promotes children's different learning styles. Children who speak English as an additional language and those with learning difficulties and/or disabilities are well supported through the procedures and guidance from outside agencies. Settling in procedures are individual to each child and their family, so children are settled and confident within the setting. Children use visual aids and toys to identify feelings and explore emotions. Role-play is used to develop their awareness of the wider world as well as visits from professionals in the community. Good interaction from staff promotes children's communication skills, as well as access to books, song bags and memory games. Older and more able children confidently use the mouse on the computer to select programs, which supports their learning. For example, they select certain shapes to construct a particular picture and use the drawing board to create their own ideas. Some children find it difficult to share or wait for their turn to use the computer. Staff try to explain when they will get a turn and effectively use distraction. However, this does not encourage them to manage their own behaviour.

Children develop a safe and healthy lifestyle through activities and daily routines. For example, older and more able children comment on needing a drink to cool themselves down. They help themselves to the fresh water dispenser and dispose of the cups appropriately. Younger children recognise their photographs on their beakers and babies are provided with regular drinks. Children are appropriately dressed to play outside, for example, wearing wet weather gear and boots. They grow and harvest their own fruit and vegetables to use in cooking activities, and enjoy a range of healthy meals and snacks. Babies' personal care is carried out by their key person and children being toilet trained are well supported. Children learn good hand washing practices. Older and more able children safely access and use scissors and are encouraged to discuss safety in activities, for example, how high the large blocks should be stacked. Puppets and stories are used to sensitively learn about stranger danger. Babies safely explore resources using all their senses and are able to move freely in a safe environment under close supervision to promote their development. For example, they pull themselves up on the furniture and climb up on the windowsill to look out. Staff are close enough to keep them safe and talk to them about what they can see, while enabling them to practise new skills.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met