



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136120

DfES Number: 519598

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Shirley Ann Jackson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Woodpeckers Day Nursery - Bright Horizons Family Solutions Limited
Setting Address DPA
Abbeywood
Stoke Gifford
South Gloucestershire
BS34 8JH

REGISTERED PROVIDER DETAILS

Name Bright Horizons Family Solutions Ltd. 2328679

ORGANISATION DETAILS

Name Bright Horizons Family Solutions Ltd.
Address 2 Crown Court
Rushden
Northamptonshire
NN10 6BS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Woodpeckers Day Nursery is a workplace nursery based at the Ministry of Defence site at Abbey Wood, South Gloucestershire. It is run by Bright Horizons Family Solutions, a national company that manages a number of workplace nurseries. The nursery operates from a purpose-built building which includes self-contained units for different age groups and a central family room.

There are currently 165 children from nine months to four years on roll. This includes 41 funded three-year-olds and 21 funded four-year-olds. The setting currently supports a number of children with special needs and children who speak English as an additional language.

The nursery opens five days a week all year round. Opening hours are from 07.30 until 18.00.

Twenty-six staff work with the children. Eleven staff have suitable early years qualifications. Seven staff are currently working towards achieving a recognised early years qualification. The setting receives support from a teacher advisor from the Early years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Woodpeckers Day Nursery offers satisfactory care to children.

Children are cared for in premises which are clean, bright and well maintained. The outside area is not used to its full potential for any age group. Resources are good quality, but sensory play materials in the baby unit are limited. Children under two years are cared for in group sizes which exceed a suitable number. The number of staff with training to care for children under two years does not meet minimum requirements. Documentation is in place, but some is not available for inspection.

Clear procedures are in place for checking sleeping children. Children are offered a balanced and nutritious menu, but the portion size is not always adequate. Children

are aware of good hygiene procedures through the daily routine, for example hand washing. However, staff do not always implement hygiene procedures. The range of multi-cultural resources in the pre-school group is good, but is limited for all other ages. Clear procedures are in place for the protection of children.

Children have access to a range of activities. However, many of these are not stimulating or challenging for the older children in the baby unit. Staff encourage children aged two years and older to become independent and confident. Care for children with special needs is good. Staff and children have positive relationships. Use of temporary staff, particularly in the baby room, can lead to children having a high number of carers. Staff are positive role models for the children. They treat the children in a friendly and positive manner. Children follow this lead and behaviour is good.

Staff have positive working relationships with parents. They are given good quality information about the setting initially and ongoing throughout their child's time at nursery. Parents are happy with the care their child receives and feel that staff are approachable.

What has improved since the last inspection?

At the last inspection the nursery was asked to:

ensure that parents are given a written complaints procedure which includes the telephone number of the regulator. The nursery has made good progress in achieving this by including details of the regulator in the parent's handbook and also on the parent's notice board.

The nursery was asked to: keep a record of significant incidents. The nursery has made good progress in this area. They have since merged with another nursery and all policies, procedures and documentation have been reviewed. Details of any significant incidents are now appropriately recorded.

What is being done well?

- Staff have positive working relationships with parents. Parents are happy to come in and discuss concerns with staff.
- Care for children with special needs is good. They are encouraged to take part in activities at their own level.
- Clear procedures are in place for the protection of children. This is shared with staff and parents.
- Children in the pre-school group have access to a range of multi-cultural resources. Posters which reflect positive images are well displayed on the walls in the pre-school rooms. This helps to raise children's awareness of the wider world.
- Staff encourage children over two years to become independent and confident. For example, two-year-olds are encouraged to put on their own

painting aprons and to put their artwork on the drying rack when they've finished it.

What needs to be improved?

- the grouping of babies to ensure they are cared for in groups sizes which are suitable in number
- the development and implementation of an action plan detailing how at least half of the staff caring for babies have received training in this area
- the range of sensory toys and resources in the baby room.
- the implementation of hygiene procedures by staff throughout the nursery
- the procedures to ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times
- the portion sizes of meals offered to the children
- the staff making good use of the outdoor play space

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

| Std | Action | Date |
|-----|---|------------|
| 2 | ensure that children under two years of age are cared for in groups of no more than 12 | 16/07/2004 |
| 2 | develop and implement an action plan detailing how at least half of all staff caring for babies have received training in this area | 16/07/2004 |

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|----------------|
|-----|----------------|

| | |
|----|---|
| 3 | ensure a range of sensory toys and resources are available for babies and young children |
| 7 | ensure good hygiene procedures are practiced by staff throughout the nursery |
| 14 | ensure that all records relating to children's and staff's hours of attendance are readily accessible on the premises and available for inspection at all times |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Woodpeckers Day Nursery provides high quality nursery education that enables children to make very good progress towards the early learning goals (elgs) in all six areas of learning.

The quality of teaching is very good. Staff have good knowledge of the elgs and are aware of intended learning from activities planned in detail. Staff assess children regularly and this is used well to extend each child's learning. Very good teaching methods are used to challenge and support all children, including those with special needs. For most of the time, staff competently manage children and their behaviour. Occasionally, children are kept waiting before moving away from a larger group. The varied routine offers a helpful balance of independent play and adult-led activities. Current resources are skilfully used to interest and challenge children, for example in the sand room. The outdoor areas are to be further developed to provide a wider range of learning opportunities.

Leadership and management of staff are very good. Clear aims are shared with families and staff are encouraged to become fully qualified. Regular room and nursery planning meetings are held and plans are closely monitored. Staff work in teams that have a balance of experience, and responsibilities are shared. Key persons are committed to improving the nursery and willingly seek consultation to review the provision. For example, they are waiting for advice before any action is taken on further developing the outdoor areas.

The partnership with parents is very good. Families are given detailed information about the nursery and its curriculum. Parents are successfully encouraged to share their knowledge about the child and feel they can raise any issues. They are very well informed about their child's progress through daily conversation, written reports and meetings. They are well involved with their child's learning in a variety of ways that compliment the family's lifestyle.

What is being done well?

- Children are effectively supported to develop high levels of confidence and self-esteem. There are many opportunities for choosing activities and resources so they are keen to learn. Children develop outstanding personal independence regarding hygiene and snack times.
- Spoken language is very good with children becoming articulate and using a wide range of vocabulary. They confidently link sounds and letters, and make excellent use of writing for their own purposes. Children are enthusiastic and excited about books used for enjoyment and for reference.
- Children's mathematical understanding is particularly highly developed. They count accurately and recognise figures to ten. Children are quick to answer

practical problems about two more and two less.

- Staff plan and work together as teams. They know the children well and skilfully support their learning. Very good teaching methods are employed, including giving clear instructions, helpful repetition of ideas and individual challenges at each child's level of understanding.
- The relationship with parents is strong with regular sharing of the children's activities and their progress. Families are effectively involved in the life of the nursery through a wide variety of opportunities initiated by both nursery staff and parents.

What needs to be improved?

- the management of changes between whole group and small group activities
- further development of the available outdoor areas.

What has improved since the last inspection?

Staff have made very good progress in implementing the action plan developed in response to points of consideration in the previous inspection.

The weaknesses in communication, language and literacy and the quality of teaching have been fully addressed.

Staff now make sure that children receive consistent approaches to valuing their writing development, and displaying many examples of the range of writing styles that they produce. The nursery has continued to develop assessment records, including individual play plans, and staff ensure that they are consistently dated, reviewed and acknowledged by parents.

The improvements made have had a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle confidently and very good self-esteem is built up as their views, feelings and needs are valued. They are effectively motivated and concentrate well, though occasionally lose interest after long group times. Children care about others and willingly work together taking turns, for example at a computer. They understand nursery rules and tell each other what is right. Children work well independently and have outstanding personal independence to organise and serve their snacks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk clearly and negotiate with excellent use of new words, such as 'destination'. Their attention is riveted when listening to stories and recalling details. They eagerly tell their own short stories through small world and role-play. Very confident linking of sounds to initial letters of names is shown. Children enjoy 'reading' books and find information, such as in travel brochures. There is excellent writing for a purpose, for example to write their names and make a dinosaur book.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show accurate counting and secure recognition of numbers, for example through a display of 17 shells. They have excellent understanding of 'two more or less' in daily routines and games with number cards and toys such as bears. Children show outstanding use of language to describe position, size and shape, for example when explaining how to combine triangles to make hexagons. They use these skills confidently to solve practical problems, design complex patterns and join in number songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate a wide range of objects and materials, noticing detail, for example about weight and mini-beasts, though outdoor exploration of natural materials is limited. Children show great interest in using technology to support their learning. They gain an excellent sense of time, recalling important events and discussing the meaning of 'the weekend'. Celebrations of special days are meaningful as they are based on areas of the world within some children's experience, such as America.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children move confidently and spontaneously with awareness of space, and negotiate carefully around others. They enjoy moving imaginatively to a wide variety of music. They develop controlled climbing and balancing and make up their own challenges on the large equipment available. They regularly develop skills with a wide range of small equipment such as balls and hoops. Children are highly competent using small tools, for example to carefully paint, and pour their own drinks from large jugs.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children have very good opportunities to explore many colours and textures, for example to dye T-shirts and construct three-dimensional pictures outside. They show excellent use of imagination, especially in travel role-play. They eagerly express their ideas in short stories and respond to stimulating materials through all their senses. Children are fully engaged in different aspects of music. They sing as they play, explore sounds of instruments and effectively match movement to music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure all changes of routine enable children to retain their usual high levels of focus
- continue to develop the outdoor accommodation to further extend children's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.