



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 160975

DfES Number: 519963

### INSPECTION DETAILS

Inspection Date 23/11/2004  
Inspector Name Maggie Thorp

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Woodlands Nursery  
Setting Address 1-3 Orchard Road  
Barnet  
Hertfordshire  
EN5 2HL

### REGISTERED PROVIDER DETAILS

Name Child Base Limited 2418535

### ORGANISATION DETAILS

Name Child Base Limited  
Address Kingston House, Northampton Road  
Newport Pagnell  
Buckinghamshire  
MK16 8NJ

## 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

Woodlands 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 50 children from the age of 6 weeks to 5 years and currently there are 57 on roll. Of these 4 children receive nursery education funding. Children attend for a variety of sessions. The setting supports children with special needs, and children who speak English as an additional language.

The nursery employs 13 full and part time staff to work with the children. There are 7 staff who have early years qualifications to NVQ level 2 or 3. The nursery manager has a degree in Early Childhood and the nursery also has a cook, and an administrator. The setting receives support from a teacher from Barnet Early Years Childcare Planning Group.

### How good is the Day Care?

Woodlands Day Nursery offers children a good quality of care. Clear leadership, staff's strong commitment to developing practice and good policies and record keeping underpins this. However, the level of 50% qualified staff working with the children does sometimes dip when staff are on leave or off sick, as do child adult ratios at certain times of day. Also the organisation of the key person system does not enable children to get to know and trust one adult at a time and then gradually get to know other staff once they are fully secure.

Both indoor and outdoor areas are welcoming, stimulating environments and the nursery is very well equipped. Children enjoy a rich variety of play resources

including many natural materials for example, wood, clay, fabrics, shells, and fir cones.

Children's health and safety is a priority. Risk assessment and regular safety checks are done. Many staff have first aid qualifications and staff's knowledge of child protection issues is good. Children are offered healthy foods and staff are alert to children's particular dietary needs. Staff support children with special needs very well and good partnerships with local agencies have been established.

Very good creative and explorative activities are provided and children's artwork is valued and carefully displayed. Toddlers enjoy exciting painting activities using their whole bodies and babies concentrate for long periods when exploring heuristic play materials. Children's similarities and differences are celebrated through books of photos from children's homes, themes and the cultural diversity in the menus. However, opportunities are missed to foster younger children's social skills, language and independence at bathroom and mealtimes. Children's good behaviour is encouraged very effectively.

The partnership with parents is good. Parents are kept well informed of their children's achievements and of nursery events through meetings, display and written information.

#### **What has improved since the last inspection?**

Since the last inspection the children aged between one and two years now have a wide variety of play resources to choose from each day and rest times are organised to meet individual children's needs. Records are readily available, risk assessment is now comprehensive and the child protection policy has been developed so increasing children's safety.

#### **What is being done well?**

- The staff are very well motivated and have a strong commitment to developing their knowledge and skills to provide the best provision for children. Many are currently undergoing further training.
- The activities offered to babies and toddlers very effectively foster children's creativity, provide interesting sensory experiences and encourage children to explore.
- Home / nursery links are good. This is aided by the 'Pleasant Reminders of Home' books being made for each child and the information given to parents about how they can explore current nursery themes with children at home.
- The indoor and outdoor play areas are very well planned to provide children with a welcoming and very stimulating environment well matched to children's interests and stages of development. The sensory garden and the quality of display are particularly good examples of this.
- Children's behaviour is particularly well managed. Simple nursery rules, for example 'be kind' are displayed and children show they know and understand

them. Many children spontaneously say 'thank you' or 'sorry' to each other and staff give children excellent support to help children negotiate with each other for what they want.

#### **What needs to be improved?**

- maintenance of good staff / child ratios throughout the day and the level of qualified staff with each group
- organisation of the key person system and routine care times to provide continuity of contact and care and to encourage younger children's development

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004 Ofsted has received three complaints. Two complaints related to Standard 11: Managing Behaviour and Standard 6: Safety and one to Standard 12 Partnership with Parents and Standard 2: Organisation. We asked the provider to investigate and report back to Ofsted. Subsequently, Ofsted visited the provider. The provider agreed to carry out the following actions to ensure that the National Standards were met: to ensure that adequate staffing levels are maintained; to provide a suitable range of toys and activities are available; to carry out detailed risk assessments; to keep and have available all records relating to the operation of the nursery and any significant communication with parents. These cases are closed and the provider remains qualified for registration. The actions agreed were followed up at this inspection.

#### **Outcome of the inspection**

Good

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Deploy staff so that there are good staff/child ratios and good level of qualified staff working with the children throughout the day to foster their language and social skills.
2	Review the key person system and routine care times to provide children with continuity of care and to encourage their self confidence and independence.

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

### How effective is the nursery education?

Woodlands Nursery provides very good quality nursery education and children are making very good progress towards the early learning goals. They make very good progress in all areas of the curriculum, especially personal, social and emotional development. Their behaviour is excellent, their levels of independence high and they demonstrate positive, enthusiastic attitudes making them confident learners.

The quality of teaching is very good. Staff are calm, gently spoken and the children are happy and co operative. Staff knowledge of the foundation stage curriculum enables them to plan an interesting and appropriate range of activities. Children's progress is effectively evaluated against the stepping stones within the foundation stage curriculum. Curriculum planning is built around what the children know and consequently lends itself well towards extending their learning.

Leadership and management is very good. Success of the setting is due to the well structured management system and an effective staff team who work well together. The newly appointed manager and the staff team share a good understanding of early years practice and are committed to developing the quality of the provision through ongoing evaluation and training. Further plans for additional improvements are being implemented

Partnerships with parents are very good. Parent's are well informed of the curriculum and ways in which they can extend their child's learning. They are kept up to date with their children's progress, through developmental assessment records and six monthly open evenings. They openly express satisfaction with the service they receive.

### What is being done well?

- Staff plan a wide range of interesting and stimulating activities. These, coupled with good periods of uninterrupted free play allows the children to engage in meaningful play and develop their learning fully.
- Staff strategically support and extend the children's learning, through appropriate questioning and thought provoking conversation.
- Strong leadership creates a shared ethos of very good early years principals. Staff are enthusiastic about their work and have positively embraced the recent changes, thus creating a positive atmosphere within the setting.
- Children are encouraged to make decisions and choices for themselves, choosing their own snack time, resources and deciding whether to play in or outside. As a direct result they are developing their independence skills very well.

**What needs to be improved?**

- The provision of additional opportunities for children to further develop their climbing and balancing skills.

**What has improved since the last inspection?**

At the last inspection, the setting agreed to provide more opportunities for the children to learn to climb and balance. Generally good progress has been made in this area. Children are taken to the park where they can use a range of climbing and balancing equipment. The tree in the nursery garden is available for climbing and activities incorporate opportunities for children to climb and balance. A recent theme centred around the three Billy Goats Gruff story saw the children build and use a bridge for this purpose.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children part happily. They embrace activities with enthusiasm, displaying great excitement during the treasure hunt game. Children are confident and select their own resources independently. They are well behaved and staff effectively support children on the odd occasion when they lose their self control. Harmonious relationships are a strong feature of the setting. Children work well together and demonstrate a good understanding of the ground rules. They share and take turns fairly.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate communicators, using language to express ideas and negotiate needs. Staff effectively teach children the names of letters and the sounds that they make. They also learn to recognise words which rhyme. Children enjoy books and make good use of the well resourced book area. They listened attentively during a group story. The presentation of written text is exemplary, providing a positive role model for children's own writing skills, which are developing very well.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

A well resourced mathematics area provides children with extensive opportunities to explore a range of mathematical learning, including measuring, sequencing, weighing and using a calculator. Good structured, fun activities, such as a number card treasure hunt encourage children to recognise written numbers. Children enjoy counting rhymes and can count to 5 and often beyond. Children demonstrate an awareness of simple addition. Practical activities teach them to understand quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good sense of place, they observe and record the weather and take trips to local shops. Staff present a good range of activities to teach children about their own culture and those of others. ICT is well supported. Children learn to build and design, making their own windmills. Personal photographs encourage children to recall past events. They regularly explore and investigate. A good range of natural resources encourage them to observe features of living things.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are becoming very skilled in their use of tools including scissors, spatulas and rolling pins. They demonstrate a good understanding of space and move with regard for themselves and others. Good use is made of the outdoor area and children have extensive opportunities to run, use bikes and develop their co-ordination. There are opportunities for children to climb and balance, at the local park or climb the nursery tree, however this could be enhanced.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children are offered an excellent range of creative art activities, including, printing, collage and clay modelling. Staff foster their individual creativity very well. They also have good experiences of working in 2 and 3 dimensions while creating their own dragons. Children participate in varied role play situations, currently enjoying a shop environment. Children sing and move to music during planned weekly music session. They also have access to percussion instruments.

**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:*

- Consider providing additional activities which further promote children's experiences of climbing and balancing.

*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.*