

Goodwood Lodge

Inspection report for early years provision

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Inspector Krystina Chitryn

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Goodwood Lodge Day Nursery has been registered under current ownership since 2009 and is situated in Cheadle, Stockport. It operates from three rooms in a single storey building. The nursery is registered to care for a maximum of 43 children at any one time on the Early Years Register. It is open each weekday from 7.45am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Access to the premises is suitable for people with disabilities. The nursery supports children with learning difficulties and those who speak English as an additional language. The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification. The provision receives support from Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met by the effective key worker system which provides each child with consistent and individual care from a trusted known adult. Children make good progress in their learning as their key workers generally plan suitable programmes to meet their needs. The learning environment ensures all children are provided with the opportunity to learn and develop. The setting builds good relationships with parents and makes some links to involve parents in their children's learning. Staff work effectively in partnership with other agencies, such as Sure Start, to meet the individual needs of children. Management and staff are involved in assessing and contributing to the nursery's ongoing progress and improvement.

What steps need to be taken to improve provision further?

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

- Recommendations and required actions focusing on the most significant of the weakest areas of performance which are hindering improvement. Staff training Independent at meal times Continuous provision for indoors and outdoors Record comprehensive information on children when they join the nursery

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the application of good employment practices, such as vetting all staff and providing training in safeguarding and a comprehensive policy and procedure. They have a named member of staff who receives specific training and cascades information to all staff. Staff have contacts with Sure Start and the safeguarding team and know the procedure to follow if they have concerns about a child. All staff are CRB checked and hold valid first aid

certificates.

The managers are working with staff to provide a shared vision of what they wish to achieve in the nursery. They empower staff to take responsibility for their development, for example, by researching abandonment issues for children. They have regular training in house and from Sure Start. They are developing evaluations of their practice and have set realistic targets for the future. This enables staff to own their development and that of the nursery. The nursery involves parents in providing some feedback. However, this has not been developed to include children. Parents state they are very happy with the care provided and the progress their children are making.

The nursery values parents as children's primary carers. However, they do not record sufficient information from parents about children on admission and this does not allow staff to provide care that is consistent with the parents' wishes and the child's natural patterns. Parents have opportunities to view policies and procedures and are involved in their child's induction. The nursery have an open door policy and parents are encouraged to come into the nursery and discuss issues and have access to their own child's file. The nursery provides good information to parents about planned activities and themes and they invite parents in to share expertise with children. Good quality partnerships are developed with other agencies including the physiotherapist and speech therapist. Children learn about the wider environment. They are taught to be aware of other people's feelings and differences.

Daily risk assessments are undertaken and staff are vigilant to keep children safe. Records are kept up to date and procedures are regularly reviewed and followed. The nursery is clean and safe and children are learning about good hygiene and staying safe. They have regular fire drills and staff provide good supervision and remind the children to keep safe. Strong emphasis is placed on building children's confidence and independence for their future. The rooms are organised well to support the growth of these qualities.

The quality and standards of the early years provision and outcomes for children

Strong emphasis is placed on building children's confidence and being independent, which are qualities that prepare children for their future. The rooms are organised well to support the growth of these qualities. The baby room, for example, has all resources placed at low level and activities are planned to take place on the floor. Babies independently crawl and help themselves to equipment from baskets. They access musical toys with switches that they confidently switch on and off. They sit together on the floor for story time and know the stories well and respond with sounds at the appropriate times. The children choose musical instruments at music and song time; they bang them together making lots of different sounds. All areas of learning are independently accessible to children in all rooms and this enables children to confidently plan their own learning, supported by a carefully planned environment and informed staff. Independence is promoted in some areas through enabling children to take responsibility for

themselves and through choice of equipment. However, the children are not encouraged to serve themselves at lunch time or set the tables. This does not provide a social occasion where children practice independence.

Children are effectively observed by staff to plan the child's next steps in learning and taking account of their interests. This enables staff to set challenges for children that are appropriate and further develop children's learning. However, some staff have an insecure understanding of planning and recording the next steps of children's learning which leads to an imbalance between the different areas of learning in some cases. Management are aware of this and are working to develop the observation, planning cycle and the progress of all children in all areas of learning.

Children learn about the benefits of staying healthy through physical exercise and learning about food as they grow tomatoes, herbs and plant bulbs in the garden. All children have access to the outside play areas at regular intervals throughout the day. However, the provision of continuous access has not been addressed so children cannot make choices about their outdoor play.

Children's creativity is valued and nurtured. Each room is decorated with children's free artwork. In the two to three room the children are absorbed in the day-to-day running of their GP surgery. They dress as doctors and nurses, use a stethoscope, bandage limbs and nurse the dolls. One child states 'you have a poorly head come to the doctor'. Children are told stories of doctors and hospitals and develop their own stories supported by staff to provide children with the building blocks they need to make full use of the role play area. Children are very well behaved as they are valued and appreciated; their views and choices are listened to and respected. They gain good skills for the future as independent active learners.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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