

Woodlands Nursery

1-3 Orchard Road, Barnet, Hertfordshire, EN5 2HL

Inspection date	19/08/2013
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff use their very good understanding of how children develop and learn, to plan a wide range of exciting activities that encourage all children's good progress.
- Staff have developed very strong relationships with parents. All children, including those with special educational needs and/or disabilities, benefit greatly from this continuity of care.
- Staff ask lots of open questions, to encourage children to use language to express their feelings, thoughts and ideas, and to promote children's critical thinking well.
- Staff have a strong understanding of child protection matters. They are confident and clear about the procedure to follow to protect children in their care.

It is not yet outstanding because

- Some small group sessions are not always organised to fully encourage children of all ages to be involved in the best possible way.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Two inspectors inspected this nursery
- The inspectors spoke to staff, parents and children to gather their views about the nursery
- The inspectors observed children and staff in all rooms in the nursery
- The inspectors spoke to management about the running of the nursery
- One inspector carried out a joint observation with the manager of the nursery.

Inspector

Naomi Brown, Julie Quinn

Full Report

Information about the setting

The nursery registered in 2001. It is one of a collection of nurseries run by the company Child Base and operates from two converted houses in Barnet. Access to the building is at ground level via a sloping footpath from the roadway. Children have the use of playrooms on the ground floor and first floor. Older children are based downstairs and younger children upstairs. Access to the upstairs rooms is via two alternative internal staircases. There is a secure garden for outdoor play. The nursery is open every weekday from 8am until 6pm all year round. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 110 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or difficulties. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four. The nursery currently employs 32 staff to work with the children. There are 15 staff, including the manager, who are suitably qualified to level 3, six staff have level 2 qualifications and several are working towards a relevant early years qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the organisation of some group activities to fully engage both older and younger children present in these groups.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children make very good progress in this nursery, in relation to their starting points. Staff are well-trained and enthusiastic and they use their knowledge of how children learn and develop, to plan a wide range of activities that promote children's development. Children's communication and language development is particularly strong. Staff ask a wide and effective range of open questions, that promote children's language and thinking skills. During free play activities, staff respond enthusiastically to children's conversations. Staff encourage children to share their ideas and thoughts with others, to encourage their strong speaking skills. Staff use books and other resources as useful talking points, so that children can explore their feelings and ideas. For example, a staff member encourages a child, who is very interested in dinosaurs, to explore some plastic dinosaurs in a box and to discuss how they feel, what their names are, their colours and so on. She then encourages the child to discuss the dinosaurs with another child who is younger and a less confident speaker. Both children then enjoy a lively chat about the dinosaurs, which leads

on to a book they want to read. The staff member reads the book with the children, encouraging them to point out things they see in the book. She introduces lots of different ideas, asking children to identify how the characters in the book are feeling, what colour they are and what they think might happen next. In this way, staff teach children to explore a range of different ideas and thoughts, through simple props and resources.

Children are all able to express themselves creatively. Staff plan a range of stimulating activities for children to explore their free creativity. For example, staff lay paper on the floor and squirt paint on to it. Babies and toddlers are able to walk, crawl and roll in this paint, squeezing it with their fingers, exploring it with their toes. They giggle as they look at the marks that their bodies have made. Staff gently encourage those children who are less sure about the feel of the paint, giving them paint pens and other markers so that they can get involved gradually. Over time, all the children in the room take part in this lively game, and many go back for a second or third turn after they have been cleaned up. Staff encourage children to squeeze the paint out themselves, allowing them to hold the paint tubes and exploring what happens when the mix different colours. This enables children to explore the effect that their movements have, and to develop their hand coordination as they squeeze the tubes of paint, and make marks in the paint on the paper. There are plenty of opportunities for children to develop their physical skills in the well-stocked, enticing garden area. Staff provide a range of surfaces, such as bark and decking for children to explore, meaning that children learn to be confident when walking on uneven ground and when using steps.

Children's personal, social and emotional development is catered for well, overall. Children settle quickly and effectively as staff welcome them and parents, and exchange a wide range of information with parents so that they can support children on an ongoing basis. Children behave well because staff are clear about what they expect from them. Children are kind to each other and benefit from the mixed age group in the largest room. This means that many siblings are able to spend a lot of time together in nursery, and they support each other well, especially as their brothers and sisters settle in.

The contribution of the early years provision to the well-being of children

Children are independent, enthusiastic learners and staff encourage them to develop a wide range of skills to support them as they move to school. During free play sessions children are able to explore a wide range of activities and resources, that are freely available to them on low shelves and tables. Children readily move between the indoor and outdoor areas and staff supervise them well during these times, moving with children so that ratios are maintained. During free play sessions, children concentrate very well in relation to their ages, as resources and activities interest them. For example, a child becomes very interested in a saucepan in the garden area. The child explores the saucepan, investigates putting things into it, examines it carefully, and finds out what noises it makes when the child bangs it. This goes on for some time and staff promote this, by allowing the child to investigate on their own when appropriate, and then becoming involved to help move the game along. As a result, children, overall show strong concentration skills, especially during free play. However, in some small group times,

several age groups are mixed together as children choose where they would like to sit. As a result, while these planned activities engage the majority of children present well, some of the oldest and youngest children in the group are not always as well involved in the activity. Therefore they do not always engage as well as others.

Overall, staff understand and follow the procedures designed to maintain children's safety. Recent weaknesses in the fire evacuation procedure have been addressed very effectively, and staff are responsible about promoting children's well-being in their care. They show a good regard for children's safety and supervise children well in the nursery. The key person system effectively supports all children to settle and make strong friendships in the nursery. As a result, children are very happy, secure and confident as they play. Staff take lots of opportunities in the nursery to encourage children to learn how to keep themselves safe. Younger children are taught how to use the stairs, patiently and effectively by staff, each time they go up and come downstairs. Also, staff encourage children to blow on hot food to cool it down and even toddlers can say 'it's hot, blow.' Some older children are able to confidently state that 'when the bell rings, you must get out!' The nursery have recently been carrying out more frequent fire drills, to encourage all children to be aware of the procedure to follow in the case of an evacuation. There is a secure key person system in place, so that children all benefit from close links with staff in the nursery. This system has a very positive effect on children and they clearly enjoy the time they spend with staff who are special to them.

The nursery staff promote children's health effectively. Staff encourage children to be very independent in their self-care, for example when using the toilet, and hand washing. Children are all aware of when to line up and wash hands, and children who have been potty trained are able to use the low toilets independently and hygienically. Staff support children who are potty training very well, and as a result, these children gain confidence quickly in their new skills. Children enjoy tasty, freshly cooked meals, prepared on site. They enjoy mealtimes, sitting with staff and their friends and all children are encouraged to feed themselves as soon as possible. This supports their developing independence from the start, to promote strong skills for the future.

The effectiveness of the leadership and management of the early years provision

This inspection took place as the result of a notification by the provider about an incident during a fire drill where a child was left unattended in the building for eight minutes. At the inspection it was found that the incident took place as the result of a failure of procedures to check that all children have left the nursery during an evacuation. However, the inspection also found that the nursery management and staff team took extremely swift and effective action to minimise the risk of this incident reoccurring. The nursery met all responsibilities to notify Ofsted of this significant event and of the action that they have taken since. As a result, Ofsted do not intend to take any action against the provider.

The management team have a strong understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have

a clear understanding of their responsibilities to meet these requirements. Staff receive thorough training during their induction and are able to confidently discuss how they implement policies throughout their practice, to protect children well. Staff have a good regard for children's safety and are now very clear about the procedure to follow in the case of a fire evacuation. Staff have a thorough understanding of safeguarding matters, for example they can confidently discuss symptoms of concern and how they would seek swift support for any children they were concerned about. As a result, staff are well placed to promote children's ongoing safety. The management team have risk assessed the nursery, to identify hazards and manage these well. As a result, a low number of accidents occur in the nursery. Accident procedures are clearly understood and followed by staff and there are plenty of staff in the nursery who hold valid paediatric first aid certificates. As a result, children are well cared for in the case of an accident.

There are strong systems in place to monitor staff performance and to encourage staff to improve their skills and knowledge on an ongoing basis. Disciplinary procedures are well understood by management and staff and these are used effectively to tackle any identified areas of under-performance or failure to follow procedures. The manager is ambitious about the future of the nursery and she and her area manager have completed an insightful self-evaluation process which addresses areas of weakness and how to build upon these. As a result, the nursery demonstrates a sustained capacity to improve over time. There are very effective systems in place to tackle identified weaknesses, such as those recently identified in the case of the fire evacuation and this demonstrates the responsible attitude of the setting, towards promoting children's safety in the future.

Partnerships with parents are a real strength of this nursery. Parents praise the effective settling procedures in place. Parents who are new to the nursery discuss how well their child's key person has settled their children in, and how supported they feel during this process. All parents of children who have recently joined are invited to watch their children on the closed circuit television from the manager's office, so that they can be reassured that their children are safe, happy and occupied. Parents praise the information that they have from staff about their children's progress. There are robust systems in place to share information with parents about activities that children have been taking part in, and children's daily achievements. As a result, parents are able to contribute daily to their children's learning and children make good progress in this nursery. Parents are invited into the nursery on a regular basis and these visits have led to some engaging activities. These include the children setting up the role play area as a builder's yard, following a visit from a landscape gardener. The manager, together with the company's own care and education team, have made recent improvements to the planning and assessment systems. As a result, staff clearly understand how to plan for individual children's needs and to bring about children's progress.

The nursery team have worked hard to improve the quality of partnerships with other professionals involved in children's care and education. They have approached schools that children will move on to, and there are thoughtful processes in place to prepare children for their move to school. Partnerships with outside agencies and those that support children with special educational needs and/or disabilities are strong. These children benefit well from strong continuity of care, which enables them to make good

progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	160975
Local authority	Barnet
Inspection number	927439
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	110
Name of provider	Childbase Partnership Limited
Date of previous inspection	09/05/2011
Telephone number	020 8447 1914

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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