

# Goodwood Lodge

Goodwood Lodge Day Nursery, The Paddock, Brookfield Road, CHEADLE, Cheshire, SK8 1EX

<b>Inspection date</b>	19/02/2014
Previous inspection date	17/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 have a very good understanding of the learning and development requirements and how children learn. As a result, children are effectively challenged and make good progress.
- The activities and experiences that are offered to children have breadth and depth across the seven areas of learning. As a result, children are motivated and eager to learn.
- All staff demonstrate a secure knowledge and understanding of safeguarding. Therefore, they know how to proceed should they be concerned about any child in their care.
- The managers demonstrate a strong commitment to improving the service they provide for children. They set realistic targets for improvement that benefit children the most.

### It is not yet outstanding because

- Although individual children's progress is monitored well, a system to monitor groups of children across the seven areas of learning has not yet been introduced.
- There is scope to enhance the opportunities for children to express themselves creatively.

## 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.

## Inspection activities

- The inspector had a tour of the nursery and held a meeting with the managers.
- The inspector observed activities and completed a joint observation with one of the managers.
- The inspector spoke to staff, children and parents throughout the inspection.
- The inspector looked at some paperwork, including the nursery's policies, staff suitability checks and children's development files.

## Inspector

Karen McWilliam

## Full report

### Information about the setting

Goodwood Lodge Nursery was registered in 2009 and is on the Early Years Register. It is situated in purpose-built premises in the Cheadle area of Stockport and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at a minimum of a level 3, including the managers. One manager has achieved Early Years Professional Status (EYPS) and two managers have HNC Level 5. One member of staff has obtained a degree in early childhood studies.

The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- enhance further the systems for monitoring the progress of different groups of children, for example, gender groups, and the progress these children make across the seven areas of learning in order to specifically target intervention to continually extend learning opportunities
- extend the opportunities for children to express themselves creatively and to explore their own ideas.

## Inspection judgements

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

Throughout the nursery, staff have a secure understanding of the learning and development requirements. Regular observations of each child are completed. Staff then use this information to skilfully challenge and extend children's learning. The quality of teaching is consistently good. This means that children successfully acquire the skills they need for their future learning at school. Staff constantly interact with children and ask lots of open-ended questions. They provide a good range of vibrant activities to enthuse and ignite children's interest, which ensures they are keen to learn. For instance, while children prepare to go outdoors, staff ask children, 'what do we need to wear today'; together they discuss the weather and changes that are occurring in the garden. Once outdoors, staff

ask children 'what can you hear' to which they respond by listening and naming birds, traffic and aeroplanes. The activity continues while children investigate mini beasts, find objects, such as bark and measure the growth of plants. Experiences like these motivate children, they think critically and have high level conversations with each other, such as, what rainbows are made out of and what makes flowers grow. Children who are learning English as an additional language are supported well. Staff learn some key words from parents in the child's home language and their key person ensures that the children are introduced to a language rich environment. As a result, all children develop a good acquisition of language. A base-line assessment tool has recently been introduced into the nursery to help inform staff of children's prior learning. From this, their progress across the seven areas of learning and development is rigorously monitored, including the required progress check at age two and considered when planning activities. These demonstrate the good progress children make while at the nursery. However, there is scope to improve assessments further by monitoring the progress of different groups of children, such as gender groups in the different areas of learning to further define and shape planning. The managers have introduced numerous ways of supporting parent's to be involved in their child's learning. For example, children's next steps are routinely shared and discussed with them and each child has a daily or weekly diary that informs parents of the activities that their child has taken part in. In addition, the manager has drafted numerous leaflets to support parents with topics, such as weaning and information about key persons. As a result, parents state they feel very well-informed and involved with their child's learning and development.

Within the younger children's rooms, the prime areas of learning are a strong focus. Their communication and language development is supported well. Staff respond appropriately to their early conversations and emphasise animal sounds, while they read stories, which children imitate, such as 'quack' and 'baa'. Babies pull themselves up on low-level furniture, manipulate a good range of resources, such as, play dough and bricks, and have plenty of space to toddle and crawl. This contributes to their good physical skills. Sensory exploration is fostered well. Babies enjoy the texture of corn flour and water, cereal and rice. In addition, they enjoy body art and choose from a wide range of treasure baskets. The educational programmes for literacy are very good. Children have daily 'letters and sounds' sessions and access to a good range of tools to develop their early writing skills, such as chalks, pens and crayons. Children in the pre-school match the letters of their names on magnetic boards and find their own names during circle time. As a result, children competently sound out the letters and begin to draw lines and circles and form recognisable letters. Children enjoy using their imaginations, they dress-up as their favourite 'superhero', go on a 'bus ride' for a picnic or enjoy a tea party with their dolls. Children experiment with lots of different media and materials. For example, they proudly announce they have made green by mixing colours and enjoy using a hairdryer to melt crayons and create a colourful canvas. However, there is room to further enhance the opportunities for children to express themselves creatively. For example, within the two to three years room staff point to where the rabbit's ears go, while children are creating pictures for the display. This does not maximise opportunities for children to explore their own ideas through their representations. Children's mathematical development is extremely well supported through an excellent range of planned and spontaneous activities. Children and staff routinely use numbers in play. For example, children state 'it's bus number 1000' during an imaginative activity. In addition, children count each other,

use scales to weigh bricks, play with an assortment of cutters while manipulating dough and fit shapes in to sorters. Consequently, they learn about numbers, weight, shape and pattern.

All children have daily access to the outdoors which is particularly interesting. It is rich with stimulating activities that offer a wealth of opportunities across all areas of learning and development. They learn about caring for living things as they feed the rabbits and birds, plant flowers and grow their own fruit. In addition, children make dens and play musical instruments they use climbing equipment and play ball games which contribute to children developing good physical skills. Children access a wide range of resources that positively portray diversity, such as dolls, and they explore a wide range of festivals including, Christmas, Diwali and Chinese New Year. Therefore, children develop an awareness of the wider world they live in.

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

Children are extremely happy, confident and sociable throughout the nursery. They welcome adults and other children in to their play and are beginning to form special friendships. The settling-in procedures are a strength of the nursery. Children and their families are invited to spend time at the nursery for months prior to the start of their placement. During this time the staff really get to know the family and children begin to form a special attachment with a member of staff who then becomes the child's key person. She obtains a wealth of information during these visits and supports children's transition in to the nursery. Once children are left in their care, staff ring parents to reassure them their children are fine and parents are welcome to ring anytime to ensure they have peace of mind. Internal transitions are just as well-planned. Parents are invited in to the child's new room for a tour and to speak to the staff. Furthermore, they are given a leaflet, such as 'welcome to the pre-school' which tells them all about their child's new room and suggests activities to further support children's independence and skills. Children have regular visits and once they are ready they move into their new room. As a result, children settle in and have a secure base in which to explore the environment from. Children's health is effectively catered for. Staff give children clear messages about the importance of leading healthy lifestyles. For example, they remind children to wash their hands and explain the benefits of fruit at snack time. In addition, staff remind the children periodically to have a drink of water to rehydrate themselves. Children's meals are prepared freshly on the premises and are healthy and nutritious. All children have daily access to the stimulating and well-resourced outdoors where they engage in physical exercise, benefit from fresh air and grow their own fruit. All of which contribute to children developing healthy habits.

There is a very good range of well-maintained and safe resources for children to enjoy both inside and outdoors. Comprehensive risk assessments and daily checks of all aspects of the nursery ensure the environment is safe for children to play and explore in and all staff have a good understanding of how to keep children safe from harm. As a result, they are protected while in their care. Role play activities including, road safety and gentle reminders from staff, for example, to not climb on the couch because they might fall and

hurt themselves, all contribute to children developing an excellent awareness of how to keep themselves safe. Staff are very good role models who are calm and consistent and who offer children lots of praise and encouragement. Consequently, children are very well-behaved and quickly learn the behaviour expectations of the nursery. Children's independence is fostered really well throughout the nursery. For example, children are encouraged to take off their own shoes, help to tidy up and older children help to serve out the meals.

Once children are ready to move on to school, there are excellent arrangements in place to support them and ensure they are emotionally prepared for their transition. Children have a virtual tour of their new school on-line and ask staff any questions, such as what is on the menus. Teachers are welcomed in to the nursery and children proudly show them around. In addition, their development records are shared with their new teachers. This helps children to have a smooth transition into their new setting and ensure that teachers are well-informed to support their individual needs.

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

The leaders and managers in the nursery are passionate and committed to improving their service for children. They have a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Overall, monitoring systems including, self-evaluation, are good and the managers have a good overview of the nursery's strengths and areas for improvement. The educational programmes, observations, assessments and planning are routinely shared with managers to ensure they are relevant, meaningful and extend children's learning and development. All members of staff are qualified and regular supervisions and appraisals ensure a highly skilled and committed workforce. Training is given a high regard and is prioritised according to the needs of staff and what will have the biggest impact on children. For instance, staff attended 'working with two year olds' to enhance their skills. All mandatory training needs are met, such as first aid and safeguarding to help keep children safe. Furthermore, every manager is based in a room to lead and support staff and drive improvements forward.

All staff are very clear on the procedures to follow should there be any concerns regarding the welfare of a child in their care and all demonstrated a good understanding of the possible indicators of abuse. In addition, the managers have successfully created a culture of mutual trust, all members of staff closely observe each other and are very clear on the procedure to follow if they have any concerns regarding the behaviour of any adults working on the premises. As a result, children are safe and protected from harm. All the necessary documentation is comprehensive, professional and available for inspection to ensure the safe and efficient management of the nursery. Recruitment procedures are robust and ensure that all adults working on the premises are checked and are suitable to do so.

Parents are extremely complimentary about the nursery and the staff, they say they are very happy that the staff are a source of support and advice, and they feel like part of one

big family. In addition, they say their children have made a lot of progress since starting nursery and they love to come. So much so, that children and parents that left the nursery years ago still continue to visit the staff and are still invited to any special events, such as the summer fayre. Parents state they feel they are very well-informed about their child's day and are very involved in their learning and development. This is through the informal chats at the beginning and end of the sessions, and via the daily and weekly diaries. Partnerships with other professionals are effective. Staff have a good understanding of the advantage of liaising with teachers when the time arrives for children to move on to school. This ensures a consistent and complementary approach to their care and learning and that all children have a smooth transition in to the next stage of their learning.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY401885
<b>Local authority</b>	Stockport
<b>Inspection number</b>	952573
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Goodwood Lodge Partnership
<b>Date of previous inspection</b>	17/09/2010
<b>Telephone number</b>	01614287055

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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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