

Woodston Nursery

Celta Road, Woodston, PETERBOROUGH, Cambridgeshire, PE2 9ER

Inspection date	31/03/2014
Previous inspection date	16/12/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children form secure emotional attachments with staff and show high levels of confidence and independence. They benefit from a highly stimulating and challenging nursery, where they are happy and enthusiastic to join in activities.
- Staff have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme. Planning fully embraces children's interests, which ensures activities enthuse and excite them. As a result, children make exceptional progress in their learning.
- Close, trusting relationships with parents and very effective links with other agencies support a shared approach to children's learning and ensure they receive consistent high levels of support.
- Staff follow precise policies and procedures to safeguard children in their care and have a very secure understanding of how to implement these within the nursery. This means children are kept very safe.
- The manager, staff and committee are highly motivated and dedicated to providing the best quality childcare for all children. The nursery is constantly monitored and evaluated to ensure children benefit from a continually evolving provision.

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 observed children's activities in the nursery room and outdoor learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carly Mooney

Full report

Information about the setting

Woodston Nursery was registered in 2002 and is on the Early Years Register. It is situated within Woodston Primary School, Peterborough, Cambridgeshire. The nursery serves the local area and is accessible to all children. It operates from a large classroom within the school and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager and deputy hold qualifications at level 4. The nursery opens Monday to Friday during term time only, from 8am until 5pm. Children attend for a variety of sessions. There are currently 67 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend resources, such as labels and visual aids in the outdoor area to enhance the already excellent support given to children learning English as an additional language.

Inspection judgements

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

Staff have very high expectations of all children and endeavour to give them the best possible start in life. They flourish and make rapid progress in their learning due to the exciting and highly stimulating nursery and excellent support they receive from staff. Teaching is outstanding. Staff are extremely knowledgeable and make learning enjoyable and highly interesting. For example, children engage in a spontaneous bug hunt in the garden after finding a worm when digging in mud. They find a number of other insects and bugs including ants, slugs and woodlice. The member of staff supporting the activity discusses habitats and features with the children, such as how they can tell which end of the worm is the head and which is the tail. Children learn to handle the bugs carefully. Upon finding a spider, children take it in turns to hold the spider, moving their hands constantly in front of each other as demonstrated by the member of staff, as the spider quickly runs across them.

The highly stimulating garden is a key feature of the nursery and provides children with excellent opportunities to explore the natural environment and engage in exploratory play. For example, children dig and splash in a muddy pit and pretend to bake a cake in the mud kitchen, using real kitchen utensils. They carefully mix their 'ingredients' of mud, grass, twigs and water before popping it in the oven to cook. Play, such as this is very

much child initiated, but staff offer excellent support and extend play where needed, through subtle questioning to challenge children's thinking skills. For example, a staff member suggests the muddy pit could be a pond and she and the children sit down to catch some fish. She asks children, 'what type of fish have you caught?' and they talk about the size, shape and colour and what they might do next with the fish. A small proportion of children attending the nursery are learning English as an additional language and staff are highly skilled in supporting children's communication and language skills. Staff use a variety of words, labels and visual aids to support verbal communication and an understanding of the routines of the session. This is particularly effective in the indoor play area and staff are considering how they can better extend this practice when children are accessing the outdoors.

Planning truly embraces children's thoughts and ideas so that activities are fully centred around their interests. For example, a number of planned science activities for children showing curiosity in how things work. Children show awe and wonder as they mix ingredients to make a volcano erupt and watch a balloon fly across the room on a piece of string. The staff member carrying out the activities carefully explains each step, explaining how the trapped air forces the balloon to move once released. As a result, children are making rapid progress in their development, given their starting points and are gaining a vast range of skills that will support them superbly in their future learning, such as starting school. Learning journals provide an excellent account of children's time in the nursery and assessment reviews are shared with parents each term, so that they are aware of their children's progress. Clear systems to track and record children's progress through the areas of learning are securely embedded and monitored on a regular basis for their effectiveness. Home link sheets are very well received by parents who are given ideas of activities to carry out with their children at home. These are a valuable asset to children's individual assessment procedures and used to complement their progress. The sheets are also translated into different languages to include all families attending the nursery, which is very much appreciated. Staff are meticulous in ensuring that children's needs are quickly identified and the correct support is put in place for children with special educational needs and/or disabilities. Staff are highly experienced in working extremely closely with children's families and outside professionals, to fully provide for children's individual needs.

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

Children are highly valued and welcomed from the moment they begin their nursery life. Staff are extremely caring and attentive and children display through their behaviour that they are very comfortable in their company and have developed secure emotional bonds. For example, children feeling a little emotional welcome a cuddle from their key person so that they feel reassured. Children seek out staff specifically to play their games and welcome their interaction in their play. Photographs of children's families have been made into individual books, which children can access at any time, helping them to feel secure and welcomed in the nursery. The key person system is highly effective and means that staff get to know the children and their families extremely well. Home visits are carried out and mean that children meet their key person in their own home, which helps them to begin building trusting and secure relationships. Staff speak extensively about all children

and show a deep appreciation for their diverse backgrounds. Thorough discussions with parents and the written information gathered at the beginning of children's placements, means that staff are able to plan very effectively for each child right from the start. The nursery is situated within a primary school and as a result, excellent relationships with teachers from the reception class have formed. Teachers visit the nursery every month to read stories and to begin forming bonds with the children who will be joining their class. Children have very good opportunities to use the school facilities, such as the hall for physical activities, which helps to support their smooth transition in the autumn.

Children spend their time in a bright, spacious play environment which allows them to enhance their learning through creative play and exploration. Children of all ages have very good opportunities to direct their own play, as resources are clearly labelled and easily accessible. Children create a calm and relaxing atmosphere as they busily engage themselves in their chosen activities, such as role play and messy activities. Staff have high expectations of behaviour and are excellent role models; with calm confidence they give children space to explore freely and test out their boundaries. As a result, children are relaxed, happy and very well behaved. Children are actively and consistently praised by staff for their efforts and achievements and as a result, their confidence and self-esteem is carefully fostered. Children are enthusiastic at tidy-up times, they work as a team to put the toys and resources away in their correct place, which enables them to gain a good understanding of responsibility.

Children's health, safety and welfare is extremely well promoted. Snack and meal times enable children to share a relaxed, social experience with each other and staff. The outdoor areas are accessible throughout the nursery day and enable children to choose where they wish to spend their time. Wet suits and wellington boots allow the children freedom to play out in all weathers and splash freely in mud and water. Staff also wear suits and boots to protect their clothes so that they can truly engage in children's exploration of the natural environment, as they engage with them during play, such as in the mud kitchen. Children spend quality time outside and are physically active as they climb, swing and balance in the stimulating and attractively resourced garden. Children eat a variety of healthy foods during snack time, which they prepare themselves by peeling oranges and cutting apples independently. The majority of children bring their own lunch to the nursery and parents are reminded of the nursery's healthy eating policy when providing foods. Children engage in activities that promote good health. For example, they learn why it is important to brush their teeth and understand that washing hands, washes the germs away that can make you poorly. Children's safety is given high priority but through well-supervised activities, children learn to take acceptable risks in their play. For example, children use real tools to saw, hammer and screw together pieces of wood in woodwork activities.

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

Excellent leadership skills displayed by the manager are the driving force behind this forward thinking and proactive nursery. She has a very clear understanding of the Early Years Foundation Stage requirements, including informing Ofsted of any changes. Staff

are very well supported in their roles and work closely together as a cohesive team to provide children with a safe and happy environment in which to thrive. Children are safeguarded by very knowledgeable and experienced staff, who implement clear policies and procedures to protect the children in their care. The manager and her staff demonstrate an exceptional and insightful understanding of the families and children attending the nursery. Highly effective professional relationships are established with other agencies associated with the children's care, such as health visitors and speech therapists. Regular meetings are held with professionals to discuss children's progress, which provides a very coordinated approach to meeting children's individual needs. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures enable staff to have a clear understanding of their roles and responsibilities and the general running of the nursery. This also includes students on work experience placements so that the expectations of them is clear from the start and they are very well guided by extremely knowledgeable staff who are excellent role models. Staff are deployed exceptionally well throughout the nursery to provide high levels of supervision and risk assessments are thorough. These are displayed around the nursery so staff and students are conscious of the possible risks at all times.

Staff have developed a robust understanding of their responsibilities in meeting the learning and development requirements. There is a highly effective system for regularly monitoring practice and ensuring gaps in learning are quickly addressed. As a result, children make excellent progress in their learning. The manager, committee and all staff have a very clear vision for the nursery and truly embrace the process of self-evaluation. The manager has high expectations of staff and sets high standards which are embedded across all areas of their practice. Staff take collective responsibility for deciding on improvements, which empowers them as they feel valued and listened to. The nursery has also been approached to pilot a new quality framework for the Pre-School Learning Alliance, due to the excellent ability of the nursery to self-evaluate effectively. Parents' feedback is constantly sought through regular questionnaires and consultations and their responses are audited to enhance practice wherever possible. Staff are highly motivated to attend professional training which further enhances their already fantastic knowledge and skills. For example, some staff have recently attended 'Forest School Awareness' training, which has been effectively used by staff within the outdoor area to enhance children's play in the natural environment.

Close, trusting relationships have been built with all parents and staff truly value their input into their children's nursery life. Staff demonstrate a very good understanding of the benefits of working closely together to meet children's needs. They consistently share information about their children's progress in meetings and daily handover discussions ensure children's continuing needs can be met. Parent notice boards and newsletters keep parents informed of any upcoming events and important notices, such as illness in the nursery. Parents speak highly of the nursery. They comment how their children love their key person and talk about her all the time. Parents feel the nursery provides a 'home from home' environment and would definitely recommend it to other parents. Staff also input clear processes for sharing information successfully with other early years providers, to promote children's learning and welfare to a high standard. Overall, children flourish and make rapid progress in this highly stimulating nursery where they feel happy, safe and secure.

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

Unique reference number	EY152302
Local authority	Peterborough
Inspection number	966330
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	67
Name of provider	Woodston Playgroup Committee
Date of previous inspection	16/12/2009
Telephone number	01733 569 580

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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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