

Woodhouse Day Nursery

16 Church Hill, Woodhouse Eaves, Loughborough, Leicestershire, LE12 8RT

Inspection date

09/05/2013

Previous inspection date

08/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 secure understanding of the Early Years Foundation Stage. This means they provide exciting activities through which children make very good progress.
- There is an excellent partnership with parents and carers, as they are regularly encouraged to support children's learning very effectively, both in the nursery and at home.
- Children are safe at the nursery as there is excellent implementation of the robust policies and procedures, both on and away from the premises.
- Staff ensure that children's health and well-being are protected and nurtured through their caring ethos and by working closely with parents and carers.
- Monitoring of staff performance and self-evaluation are extremely thorough, and staff are very well motivated, which means that children's achievements continue to improve over time.

It is not yet outstanding because

- The organisation and use of the outdoor area is not always planned well enough so that all children's learning is maximised.
- There is more scope to develop pre-school children's outdoor play so that their energy is channelled in positive ways towards their physical development.

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

- The inspector observed activities in four playrooms and the outdoor play area, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the provider of the provision.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Woodhouse Day Nursery was re-registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in the village of Woodhouse Eaves, Leicestershire, and is managed by the provider and the manager. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff, all but two of whom hold appropriate early years qualifications at levels 2 and 3. It opens on Monday to Friday from 7.30am to 6pm all year round, with the exception of Bank Holidays. Children attend for a variety of sessions. There are currently 68 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities, and receives support from the local authority.

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 the outside area in relation to its use by children of different ages so that all children's learning and enjoyment is maximised
- extend further the challenges in pre-school children's learning, with particular regard to the outdoor environment, so that children have more opportunity to channel their physical exuberance in positive ways.

Inspection judgements

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

The nursery staff obtain detailed information from parents and carers when children first start at the nursery. This means staff can continue children's routines and have a starting point on which to build so that children make good progress. Staff in each room know all the children well and they observe their play in order to plan around their interests and needs. This means children are engaged in their learning. For example, a child shows a particular interest in percussion instruments and listening to music, so staff set up a music role play area where babies explore sounds through shaking or banging instruments and pressing buttons. Staff assess children regularly and use the information to plan for their next steps in learning. Planning and children's next steps are clearly displayed in each

room, and staff work very well together to build on these for all children.

Staff encourage parents to support and enhance their children's learning at home and to share information about their children's progress on a daily basis. This helps children's key person to build a complete picture of children's achievements and progress, which assists with planning to meet their individual needs. Parents are invited to visit the nursery to talk to children about their jobs. For example, pre-school children have first-hand experience of exploring a police car and receiving a talk from police officers, which enhances their police station role play and extends their imagination and language. Parents are invited to attend workshops and events where they discover more about the purpose of play, which helps them with ways to support children at home. They are very well informed about their children's progress and the Early Years Foundation Stage.

Staff plan exciting activities for all children, and each room is well organised so that children access the toys and resources easily. This means that they develop their play and learning very well through independent choices. However, the organisation of the outdoor area is not always as well planned. Different ages of children are sometimes out at the same time, using all the areas. This means that some children's play can be interrupted by other children throwing balls or riding bikes where younger children are walking along a low balance beam or playing quietly. This means that not all children's learning and enjoyment is maximised when using this area.

Staff develop children's language well through their interaction in their play. This challenges children and encourages them to solve practical problems, such as how to move different materials using a toy crane outside, or how to organise plastic crates to use in role play. Babies are provided with low-level furniture to pull themselves up on, and staff help them to stand, walk and use a small slide. Toddlers are imaginative in their outdoor play as they sit in a car and staff encourage them to talk about where they might be going. This prompts a discussion about going to the shops and what they will buy, which means children develop their communication skills well. A group of pre-school children work together to build a house from plastic bricks. Staff encourage them to talk about where they will put the door and the windows and how they will make the roof. This challenges children so that they think about their learning and apply it in a range of contexts. This means children are very well prepared for school. However, planning and organisation for the pre-school children does not always include some children's need to channel their energy into more physical, outdoor activities so that they do not become too boisterous and disturb other children's play.

Children's home languages and cultures are celebrated and enhance other children's learning about different countries. Basic words in children's languages are displayed alongside the corresponding English word in children's rooms, and parents are invited to share cultural activities with children, such as festivals and cooking. Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and other professionals, such as a local area special educational needs coordinator. Staff plan effectively as a result of their observations so that children make good progress and are included in all activities.

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

Children show they feel secure at the nursery, as babies settle happily to sleep or snuggle on staff's laps to have a bottle of milk. The key person system is effective and they know each of their key children's needs very well. Key persons provide a strong point of contact for parents with regard to the sharing of pertinent information. Staff are very caring and comfort children if they are upset. Children often go to them for a cuddle or sit on their laps to look at books. Babies enjoy looking at photographs of their families, which staff display on a floor-level notice board and in a laminated book. Staff talk to them about their family members and this comforts them. They enjoy including staff in their play and are confident to ask for things they need or initiate activities. Children tidy up willingly and staff teach them to share and take turns in their play and to have good manners. Transitions to new rooms are managed very well, and children's well-being is given high priority. They spend increasing amounts of time in the new room so that they feel secure. Older babies and toddlers have breakfast together and some play sessions so that they become familiar with the staff and the other children in each room and transition is eased. There are close links with local primary schools, and teachers visit pre-school children in the summer term before they start school. The nursery and school staff share information about children's progress and needs so that these continue to be met.

Staff teach children to keep themselves safe at the nursery and when out on trips. They learn about road safety and manage risks safely through their use of the climbing and balancing equipment. Older children know they must stand still when babies are crossing the outdoor area so that no one is hurt. Children learn to make healthy choices in their food and lifestyles, as the nursery promotes several healthy eating programmes each year and a cookery club for children and parents. Nutritious meals are cooked on the premises, and recipes are shared with parents so that they may cook the meals children particularly enjoy. Children's health is very well protected, as staff are familiar with children's allergies and all records are maintained meticulously.

Staff encourage all children to learn independence in their self-care and choices. Pre-school children use the bathroom on their own and serve themselves at mealtimes from bowls on their tables. They pour their water carefully, and all children access their own drinks at any time during the day. Behaviour is generally very good and staff work very well with parents to provide consistency in children's behaviour management or care routines.

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

The manager supervises and monitors staff performance and planning very effectively so that children continue to receive high quality learning experiences. She makes regular observations of staff, and together, they identify areas for professional development. The manager sets targets for staff and plans training as a result of her observations, so that they continually improve their knowledge and skills. Staff are very well supported by the management team and there is excellent teamwork. All staff are very well motivated and share ideas between rooms, which improves planning for all children.

Children are safe in the nursery and on outings, as all staff implement robust safeguarding practice. The manager carries out rigorous checks to ensure that staff have a thorough understanding of the nursery policies and procedures and that they know what to do if they have any concerns about children or staff. Children are extremely well supervised and effective daily risk assessments mean that they are safe. The premises are very secure and there are robust procedures for the collection of children.

Highly effective self-evaluation processes include input from all staff, parents and children. Parents fill in questionnaires and their views are invited on a regular basis. Children's views are recorded and displayed in each room. These views inform an ongoing action plan to provide improvements in provision. Room staff set their own targets for improvement as a result of weekly reflection and evaluation of all aspects of the provision. This means there is a drive for continuous improvement in the nursery. The management team has completely changed since the last inspection. The new manager has made many improvements, such as the organisation of the rooms and the strengthening of the partnership with parents.

There are strong links with other settings that children attend. Staff share information about children's needs, progress and their next steps in learning through link books, which means that their learning is extended and complemented. Ideas, best practice and sometimes training are shared with other local early years providers. A local early years adviser assists in monitoring the provision through regular assessments and reviews. Nursery staff work well with other professionals in order to support all children's individual needs effectively.

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	EY261598
Local authority	Leicestershire
Inspection number	913779
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	68
Name of provider	Timothy John McEnery
Date of previous inspection	08/10/2008
Telephone number	01509891131

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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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