

Woodberry Day Nursery

Inspection report for early years provision

Unique reference number

EY335324

Inspection date

19/02/2010

Inspector

Coral Hales

Setting address

229-231 Botley Road, SOUTHAMPTON, SO19 0NL

Telephone number

02380 407007

Email

enquiries@woodberrynursery.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Woodberry Day Nursery was registered in 2006. It operates from a large house in the Sholing area of Southampton and serves mainly the local area. The nursery is open Monday to Friday for 51 weeks of the year from 7.30am to 6.00pm.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 65 children may attend the nursery at any one time. There are currently 109 children on roll, of these 33 receive funding for early years education.

The nursery employs 19 members of staff to work with the children, of these 17 have appropriate early years qualifications up to and including level 5. Two are working towards level 2. The pre-school leader has her Early Years Professional Status and three others are working towards gaining theirs and one is working towards a degree.

The setting receives support from a mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiasm and passion of the owners and their staff is evident, team work is strong and the staff well qualified. Their extensive knowledge of how young children develop and learn allows them to plan an exceptional range of experiences that ensure every child reaches their full potential. There are excellent systems in place to monitor and evaluate the provision, incorporating the views of parents, staff and children to ensure continuous improvement. Strong and effective links exist between providers, parents and other agencies who all work together to ensure children's needs are met and that no child is disadvantaged in any way.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- looking for ways to monitor the comprehensive documentation to ensure all future new guidance continues to be shared with staff and parents.

The effectiveness of leadership and management of the early years provision

The approach to safety is outstanding. Records such as daily registers and accident records are all in place with the procedures well known to all staff. All adults have undergone rigorous checks to ensure their suitability and excellent communication means all are aware of their role. Staff deployment is very effective and keeps

children safe at all times. The premises are secure and children's safety assured. There are detailed and comprehensive risk assessments and these are well known and effectively used by the staff. These cover all areas the children use both indoors and out and on outings. They identify the possible hazards and show the action taken to minimise risk. The high adult to child ratio means children always have plenty of adult support when needed. Staff are very aware of their responsibility to report any child protection concerns. Comprehensive procedures are in place and readily accessible to ensure safeguarding requirements are met.

The setting is exceedingly well organised to ensure outstanding care and education is provided for all children. All required policies and procedures are maintained to ensure the needs of all children are met. The staff are committed to ongoing training to ensure they can help the children develop their skills. An excellent range of resources used well fully support children with their learning, including those who may have special educational needs and/or disabilities and any who have English as an additional language.

A significant strength of the provision is the teamwork and staff have a very clear understanding of their roles and responsibilities. The owners have extremely high aspirations and all aspects of the provision are carefully monitored. Any changes within the setting are assessed in terms of the outcomes for children.

Partnerships with parents are excellent and they are fully involved in their child's learning. An excellent range of information is provided via the interactive website which has a forum in place that they can contribute to. Staff can also involve themselves and share their ideas with the parents. Effective links are in place with other professionals and outside support agencies and children benefit from this shared information.

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

Children play in a wonderfully bright, spacious and stimulating environment and are exceptionally well supported in their play. Those in the baby and toddler units are actively involved in their play. Extensive resources effectively offer variety and interest. Children enjoy the sensory room, some watching the lights, others experimenting with leaves. They have fun in the water tray and experiment with the tactile spaghetti. Staff are very supportive and children make exceptional progress within a stimulating, safe and secure environment. Home routines are followed in consultation with parents and key workers complete daily diaries to share information.

The older children are positive and active learners and are always eager to try new experiences. They behave beautifully and show respect for others. Relationships are excellent and children enjoy each other's company. They willingly share resources, are very kind and able to recognise each other's needs. There are many opportunities for them to work collaboratively, such as, when creating models during woodworking sessions. Younger ones learn to share and take turns as they use the play dough and have fun using cars and aeroplanes and show good levels

of imagination and creativity. Older ones share well as they, for example, use scales and resources to weigh. This develops their understanding of more/less and heavier/lighter in a simple and practical way. For all age groups the staff take every opportunity to explain and question in order to extend each child's knowledge and understanding. Children use their very good communication skills well to share their ideas and talk about events that have happened. For example, several children enjoy the diary kept to show the adventures of Zebedee Bear as he goes home with selected children. They are confident and keen to tell the inspector about him being washed and then pegged up by his ears to dry.

Children are knowledgeable about being healthy and are encouraged to enjoy the healthy food available to them. Home cooked and nutritious meals are provided and children are well supported as they develop their skills. For example, independence is well promoted as children in the pre-school are selected to help and manage tasks well. Mealtimes are relaxed in all areas and children are given time to refine their skills, for example, babies experiment when learning to feed themselves. Children's health, safety and welfare are the top priority of the staff and this helps children to feel safe, secure and confident to explore and learn.

Being outdoors and connecting with nature is an important message the children quickly learn. The garden is part of the continuous provision and is used exceedingly well for the benefit of all children. A separate area is available for non mobile children and they also regularly go out for walks to the local park and green areas around the setting. All children play happily in the very well resourced garden. For example, they use good quality bicycles and other wheeled toys and develop new skills as they play on the large wooden equipment. Children love being outside and one is keen to tell the adult that he is going to bounce lots of times on the small trampoline. A specially created pebbled area of the garden provides children with challenge as they walk amongst them. A group play an imaginary game using a small amount of water that has collected in a dip. They tell staff that the log in it is a bone and that they are making soup from it. Others play as a small group and together they build with large coloured blocks and when asked what they are building state a 'bungalow'. What is that? staff ask 'a house without stairs the children answer'.

Children show a very good awareness of safety when using equipment. For example, they talk about how you have to be careful when using tools for woodwork. They then explain that they are 'real ones' and can be dangerous. Staff are vigilant about children's safety throughout the day and are excellent role models, for example, children learn about simple road safety when out walking in the local community. Fire procedures are well managed to ensure all children are aware of what to do in an emergency and equipment to manage the safety of the younger children is in place.

Activities are very well matched to children's individual abilities. The effectiveness of all activities is well recorded, including the progress made by the groups of children. Each child has a learning journey that charts their experiences and achievements. Staff and children decide together what will go into the record and this together with children's special books, creates wonderful memories of their time in the nursery.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met