

Woodside Nursery School

Inspection report for early years provision

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Inspector Lisa Jane Cupples

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Type of inspection Integrated
Type of care Full day care

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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Woodside Nursery School was first registered in 1990 and is a privately owned group. It operates from 10 rooms spread over two different buildings in the same grounds, in the village of Purbrook, north of Portsmouth. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 all year round. All children share access to a secure outdoor play area.

There are currently 127 children aged from three months to under five years on roll. Of these, 42 children receive funding for early education. The nursery serves the local community and children can attend a variety of sessions. The setting supports children with learning difficulties, disabilities and children who speak English as an additional language.

The nursery employs 19 full and part-time members of staff. Of these, 17 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected and enjoy a healthy environment because the staff implement stringent hygiene procedures. For example, disposable gloves and aprons are worn during nappy changing and all surfaces and tables are cleaned with anti-bacterial spray before and after each meal time. However, the cots in the sleep room are lined up next to each other and the organisation does not help to prevent the possible spread of infection because the children are sleeping so close together. Children learn the importance of personal hygiene and are developing good self care skills through daily discussion and routines. Children wash their hands with little or no encouragement from the staff. Children in the pre-school room talk about washing of the germs, while younger children get used to the routines of the day being supported well by the staff as they learn to wash their hands at appropriate times.

The whole staff team have a very clear understanding of the procedures to record all accidents that occur on the premises and parents sign to acknowledge that they have been informed, helping to keep children healthy. Parents also give written consent for staff to seek emergency medical treatment and to administer medication. Children will receive appropriate treatment if an accident occurs because 17 members of staff hold a current first aid certificate and fully stocked first aid boxes are stored in each room, making them easily accessible to staff if an accident occurs.

Children benefit from a nutritious diet because the staff team have a clear understanding of healthy eating. They provide a wide range of fruit for snacks and discuss the needs of each child with the parents in detail and record the information on their registration forms. Staff find out about each child's allergies, medical, cultural needs and parental preferences through discussion, ensuring that their practice reflects the needs of the children and their families. Severe allergies are discussed in depth with parents and action plans are drawn up and agreed with the parents. Staff meetings are then held to ensure all staff are fully aware of all the children's individual needs, promoting their good health throughout the setting.

Children have ample opportunities to develop their physical skills during their time at the setting. They all have the use of a playing field, an adventure playground, outdoor areas and a large hall. Staff ensure children enjoy a balanced range of activities to develop their climbing and balancing skills, hand to eye co-ordination, spatial awareness and large group games. Children reap the benefits of being outside on a daily basis, enjoying the fresh air as they fully participate in the wide range activities and resources provided.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children of all ages have access to an extensive range of suitable equipment and resources to promote their development, play and learning in all areas. The play materials are in good condition and are all checked on a rota system to ensure they are clean, well-maintained and safe for the children's use. Children are able to self-select the resources and activities in all rooms, promoting their independence and decision making skills effectively. Low-level units and storage drawers are used and clearly labelled with pictures and text so all the children can see what is available, broadening their choices throughout the day.

The premises are clean and well-maintained and are brightly decorated, making it a welcoming environment for the children. Their independence is promoted well from the time they arrive when they are encouraged to hang up their own coats and bags on their clearly labelled, low-level coat pegs. Children's work is displayed all around the building, helping to show the parents what their children have been doing and valuing the children's efforts. Informative notice boards for the parents are used effectively in both buildings and the planned activities and curriculum are displayed, helping to keep them informed. The buildings are centrally heated and all radiators are covered to protect the children. The temperature is maintained at an adequate level, providing a comfortable play and learning environment for children of all ages.

Children's safety is promoted well because staff are vigilant and provide a secure environment for the children. For example, stair gates and safety barriers are used to prevent unsupervised access to the kitchen areas and daily risk assessments are completed before the children arrive. Children are protected because clear arrival and collection procedures are in place. Parents are required to take their children to their rooms and sign them in and out of the premises. A member of staff is always on door duty and daily attendance registers are also completed by staff to ensure an accurate record is maintained. Visitors are required to sign in at reception and are escorted to the relevant building. Security access key pads are in place on each door with different codes to prevent anyone gaining access without the staff teams knowledge. Children are beginning to learn how to keep themselves safe during discussions and routines. For example, they know they must not run in the base rooms in case they fall over and hurt themselves. They practise regular fire drills and are able to explain what happens during a drill, showing they are fully aware of the emergency evacuation procedures.

Comprehensive child protection policies are in place and 17 members of the staff team have completed child protection training, to update and further develop their awareness and understanding of the correct procedures to follow. They would recognise the possible signs and symptoms of abuse and would report any concerns to the manager and the relevant agencies to safeguard the children who attend. The policies and procedures are shared with the parents and include information about what to do if an allegation is made against a member of staff, ensuring all parties are aware of how to protect the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled throughout the nursery. Staff interact with the children in all age groups effectively, helping them to develop and learn through their play. They continually talk to the children, extending their ideas and offering an extensive range of experiences and activities to occupy and stimulate them fully. The children in the baby room enjoy watching bubbles float to the floor and listen to music, creating a calm and relaxed environment. Children in the toddler room experiment with an extensive range of textures using all of their senses, for example, taking part in activities with different foods. Staff have a very clear understanding of the Birth to three matters framework and use the documentation to plan an extensive range of experiences for the children under three. In the toddler rooms the children rotate between key workers so they get used to a wider group of people, helping to develop their social skills effectively. However, information about the individual children's progress and care is not clearly transferred to the next key worker. This could hinder the continuity of the children's care and learning as every few weeks they begin working on something new and may not revisit the experiences they have previously been enjoying or exploring.

Nursery Education

The quality of teaching and learning is good. Staff have a very clear understanding of the Foundation Stage and children are making good progress towards the early learning goals. Key workers observe and record the children's achievements and collate the information to identify what the children's next steps. However, this information is not currently used to inform the short term curriculum, limiting the key worker's ability to provide specific activities to meet the children's needs at the right time for them.

The curriculum planning is well-balanced and provides an extensive range of activities across all six areas of learning. Staff know the children well and as a result are able to challenge them sufficiently through asking open-ended questions, extending their ideas and encouraging them to think about what they are doing or trying to achieve. For example, children playing in the sand pit decided to make a beach. They began shovelling the sand onto the floor, staff asked what they were doing and were happy to let the child-led activity progress. Children made sand castles and starfish shapes in the sand, while staff talked about the shapes they were using and what else the children might see at the beach. This spontaneous play enables staff to make the most of incidental learning opportunities and gives the children the opportunity to fully develop their ideas and use their imaginations effectively. Staff find new and interesting ways to ensure the children are interested in the activities provided. For example, by encouraging them to make hand and foot prints when painting, and using other tools and resources to make prints instead of only using brushes. Children are engrossed in the activities and proudly show what they have made to their peers and other staff members.

Children's social skills are developing well as they take part in the general discussions and routines of the day. They are extremely independent and self-select resources and suggest ideas for their play. They have good self-esteem and enjoy sharing their thoughts in large groups, talking about the weather of the day and their own experiences. Children's concentration is good as they complete tasks and spend time perfecting their own work. Children have ample opportunities to practise their emergent writing skills throughout the day. They have access to a well-equipped mark-making table and self-select freely from a wide range of writing resources. Children enjoy stories and bring in their favourite books from home to be read to the group during circle time, effectively helping to promote the use of books. Children confidently count everyday objects

during their play and more able children are beginning to add and subtract using groups of objects. They use mathematical language well to describe shape, size, position and quantity during practical activities and free-play.

Children have ample opportunity to explore their surroundings as they go on nature walks and hunt mini-beasts in the wild area of the field. They enjoy looking at objects on different interest tables, widening their experiences of the world around them. Children have access to a computer and use the equipment competently. They are able to select their own choice of programs and show good control of the mouse and keyboard. They use everyday technology during their play, building their understanding and using their imaginations well as they pretend to phone their parents. Children use an extensive range of tools with increasing control and show good spatial awareness. They use a range of large apparatus developing their physical skills effectively. Children have access to an extensive range of art and craft materials throughout the day. They self-select the resources and are given the freedom and encouragement to create their own ideas.

Helping children make a positive contribution

The provision is good.

Staff have a very clear understanding of equal opportunities and implement the detailed policies and procedures well. Children have equal access to the extensive range of resources and activities. Staff supply additional resources if necessary for children to complete their own ideas and extend their play and learning effectively.

Children work extremely well together and recognise the need to share and take turns. They have a positive attitude towards themselves and one another, and involve themselves in each others play and they are beginning to show concern for one another. Children have access to a wide range of multi-cultural resources and see positive images around the walls, helping them to understand the world around them. Children's social, moral, spiritual and cultural development is fostered.

The manager of the nursery is the special needs co-ordinator. She has a very clear understanding of her role and works extremely closely with the parents and other agencies. Children with learning difficulties, disabilities and children who speak English as an additional language are strongly supported throughout the setting. Children behave exceptionally well and are polite. Staff know the nursery rules, and ensure they are consistently implemented throughout the nursery. As a result, children know exactly what is expected of them because they always receive explanations of why they cannot or should not do something. Children are encouraged to use their manners throughout the day. Detailed behaviour policies and procedures are included in the parents information pack to help keep them informed. Staff deal with issues calmly and with a relaxed manner, building the children's self-confidence effectively.

Staff develop strong relationships with the parents and take the time to get to know each family extremely well. Parents receive newsletters every half term and the informative notice boards help to ensure the parents know what is happening throughout the setting. The setting also sends out questionnaires to gain feedback from parents helping to identify their strengths and weaknesses, enabling them to continually improve the service they provide.

The partnership with parents of children who receive funding for early education is good. Parents are kept well informed about their children's progress through daily discussions and access to their children's achievement records. Information about the setting is detailed and is included in

the nursery prospectus; it covers the setting's aims and objectives, policies and procedures and includes additional information about the curriculum. Each child has a named key worker who works with the parents, building strong relationships. Key workers carry out observations of the children's progress. Parents are kept informed with a written report every three months, helping them to be more involved in their children's learning. The setting also holds parents evenings to discuss the children's achievements and parents are able to talk to the staff at any time and arrange appointments if they wish. Parents are able to make written comments about the children's learning at home.

Organisation

The organisation is good.

All children benefit from the well organised daily routines, which run smoothly at a steady pace for all the children. They are able to move freely from one activity to another, never having to wait around. This ensures they are fully occupied throughout the day, which has a very positive effect on their behaviour. The ratios are well-maintained at all times and staff deployment is effective, enabling staff to provide strong support and supervision for the children. The setting meets the needs of the range of children for whom it provides. Children are well protected because all of the policies and most procedures are implemented well, although the recruitment and vetting procedure needs to be updated and made more robust regarding applicants health declarations. All of the required paperwork and documentation is accurate, well-maintained and is readily available for inspection at any time.

The leadership and management of the setting is good. The owner plays an active role in the nursery, providing good support for the staff team and she employs a full-time, experienced and qualified manager to oversee the day to day running of the group. Roles and responsibilities are clearly defined, ensuring that most procedures are followed well to protect the children and the staff. The staff team work very well together providing a stimulating and interesting environment for the children. The activities are reviewed and evaluated continually to ensure the aims and objectives are being met. Staff adapt activities and change resources as necessary to improve the delivery of the curriculum. Staff appraisals are completed annually and the staff draw up the following years training programme, providing them with the skills to deliver the curriculum effectively. Staff performance is also monitored using peer assessments, helping to develop the staff team's skills and confidence in all areas of their work. Children's individual needs are discussed and additional activities or resources can be provided if a child needs extra support in one area, this helps to ensure all the children make good progress towards the early learning goals during their time at the setting.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure the documentation includes a daily record of staff present and a record of times of arrival and departures of children. They were also asked to ensure babies are changed in a suitable changing area away from playrooms and to ensure that existing injury reports are stored appropriately maintaining confidentiality. Staff now ensure the children's times of arrival and departure are clearly recorded on the attendance sheets in each room and staff are required to sign in and out of the building, maintaining an accurate record of who is on site at all times. The baby room has been refurbished since the last inspection and a separate nappy changing area and been put in place. All existing injuries are now recorded, helping to protect the children who attend the setting.

At the last nursery education inspection the setting was asked to evaluate the system for planning to ensure it is influenced by children's assessments and to provide opportunities for parents to contribute to the assessment system and written reports of their child's achievements and progress. The long term curriculum planning is well balanced and covers all six areas of learning well. However, staff in the pre-school are still not using the key workers assessment records to inform the short term planning. Parents are now able to make written contributions to the assessment system. They receive written reports, which enables them to comment and they are also able to make written contributions in their children's assessment files, further building the links between home and the setting.

Complaints about the childcare provision

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- organise the sleep rooms to ensure there is adequate space between the cots to help prevent the possible spread of infection
- further develop the system to share information about the children under three between the key workers to ensure consistency and continuity of care and learning

- further develop the recruitment and vetting procedures to ensure it is robust, with particular regard to applicants health declarations.

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the children's assessment records are used to inform the short term curriculum planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website: www.ofsted.gov.uk.