

# Woodside Nursery School

Inspection report for early years provision

---

<b>Unique reference number</b>	110414
<b>Inspection date</b>	02/02/2010
<b>Inspector</b>	Michelle Ann Parham

---

<b>Setting address</b>	Woodside Nursery School Woodside House, Purbrook Heath Road, Purbrook, Waterlooville, Hampshire, PO7 5RT
<b>Telephone number</b>	023 92230020
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

© Crown copyright 2010

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

## **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).

## **Description of the setting**

Woodside Nursery School was first registered in 1990. It is a privately owned group which operates from 10 rooms spread over two buildings in the same grounds in the village of Purbrook in Hampshire. Children attend from the local community and surrounding areas, and the nursery is registered to provide care for 90 children in the early years age range. The premises are accessible. There are currently 106 children on roll and this provision is registered by Ofsted on the Early Years Register. There are systems in place to support children who have special educational needs and/or disabilities and those who have English as an additional language. The nursery is open Monday to Friday from 08:00 to 18:00, all year. Children have access to a secure enclosed outdoor play area and large soft play indoor area. There are 19 practitioners working directly with children, of which 16 have appropriate early years qualifications. Three members of staff are currently working towards a qualification. The nursery receives support from the local authority and has achieved accreditation status through the Pre-school Learning Alliance.

## **Overall effectiveness of the early years provision**

Children make good progress in their learning and development and practitioners ensure all welfare requirements are successfully met to promote a quality service for children and families. Management provide clear direction and strive for continuous improvement through regular review of operational practice, close liaison with parents and other nursery providers and ensuring effective systems to share information and work cohesively as a staff team. This is a fully inclusive setting where each child is recognised as an individual and their needs are efficiently met.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

enhance partnership working with other Early Years Foundation Stage providers to

- ensure good sharing of information to meet the individual needs of children and to plan for their learning and development
- ensure the observation system in place clearly identifies key objectives for children's learning and development, including clear evaluation for whether targets are met.

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

Practitioners are clear of the procedure to safeguard children ensuring existing injuries are recorded and concerns noted for reporting to the relevant agency if required. Robust recruitment and vetting procedures are in place to ensure the suitability of staff within the nursery. Daily risk assessment is completed and the manager of the setting ensures comprehensive review on a six monthly basis to ensure ongoing safety of children. Security is a key strength with doors around the premises having key code locks to prevent unauthorised access. Practitioners also have secure systems for the collection of children with authorisation gained from parents and a password required. All records are well maintained for the safe and efficient management of the setting and welfare of children. Fire evacuation is undertaken on a monthly basis to ensure children and practitioners leave the setting swiftly and efficiently in the event of an emergency. Children learn about hazards and how to keep safe as they practise road safety in the grounds with props as they play and also through discussion about stranger danger, for example.

Management communicate high expectations and are rewarded with motivated practitioners who appear to enjoy their role. They work well together in all three areas of the nursery and are involved in identifying interests and planning for their own key children. Systems to include parents in children's learning are highly effective using white boards, daily reports for babies and toddlers and 'ask me about' sheets for preschool children. Parents share children's learning and achievements from home and contribute to review and progress meetings on a bi-monthly basis. Systematic observations are completed on children regularly to show achievement ,however, key learning objectives are not always clearly identified to build on what children know and can do. Practitioners work closely with parents to ensure they are always fully informed of children's individual requirements as they progress through the nursery to ensure they are effectively supported. Newsletter and prominent notice boards promote sharing of information and effective systems such as the parent checklist ensure parents are fully informed of operational practice. Good links are established with health and community professionals to support children with additional need and ensure their safe inclusion. Links have also been made with other settings children attend, however as yet no systems are established to effectively share information to support children's learning.

Children learn about differences and similarities through a good selection of resources that portray images. The cover celebrations and events such as Diwali as they learn about the 'Festival of Lights' or Chinese New Year where they make dragons and have food tasting. Practitioners promote an inclusive environment ensuring activities are adjusted or adapted for all to participate. The Special Educational Needs Coordinator has

close links with other professionals to ensure children with special educational needs and/or disabilities are appropriately supported. Individual Educational Plans are used to support children's learning and systems are in place to support children with English as an additional language.

Practitioners are deployed effectively in all areas of the nursery. They spend their time purposefully engaged with the children which has a positive impact on building warm and trusting relationships and progress and learning. The nursery is set in semi-rural grounds which provide a wide range of outdoor sensory and physical experiences for children. There is also a wonderful indoor soft play centre which promotes fitness and gross motor skills. Children benefit from a wealth of good quality play resources which they can access independently to initiate their own choice of play. The nursery uses the local craft bank for recyclable resources and children begin to learn about sustainability using junk for modelling for example and learning to turn the taps off to not waste water.

Comprehensive self-evaluation contributes to management and the team having good awareness of strengths and making realistic plans for development. All previous recommendations have been addressed which has a positive impact on outcomes for children. Practitioners have attended training workshops since the last inspection and are committed to furthering professional development. The nursery welcomes the inspection process and has made positive steps to effectively implement the Early Years Foundation Stage framework.

## **The quality and standards of the early years provision**

Children benefit from a bright, warm, stimulating environment. Their individual interests are sought through discussion and close working with parents to provide activities that offer challenge and stimulation for their progress. The key worker system is effective and children evidently feel safe and secure as they are active participants. The majority of practitioners are qualified, with the remainder currently in training. Therefore they have good knowledge and understanding of how children learn and develop through play; planning and provide suitable activities for all children attending. Good organisation and a balanced curriculum ensure children develop in all areas and, for example, practitioners promote learning through good interaction and open questioning during natural free play and focus activities. For example, counting, colours, shape and size are discussed as children complete puzzles, colour or compare the sunflowers or carrots they have grown. Children have good opportunities to recognise their own name, play equipment and that text has meaning through good labelling within the setting such as on coat pegs and boxes of resources. Mark making equipment is readily available in established areas within the setting and also in the outdoor area using the chalk board; all of which promotes emergent writing skills. Practitioners are also skilled in helping children develop letter recognition such as when they try and write their own name ensuring lots of praise and encouragement for effort and achievement. Books are important in all areas of the nursery with babies taking time to look at pictures and older children enjoying story time sessions or taking a special book home to look at with parents.

Children enjoy exploring their imagination through creativity and in fantasy play making good use of the wealth of small world resources such as dinosaurs in the sand or the

home play area as they imitate home life. They have favourite action songs and rhymes and eagerly participate as they are Little Puffer Trains, for example, or act out Miss Polly. Electronic toys are regularly used in the setting such as remote control apparatus, keyboards, activity centres and cashier tills. Children also have a computer with programmes that promote matching, numeracy, literacy and following simple instructions. The rich curriculum and good use of technology contribute to children developing important skills for the future economic well-being.

Children are developing personal care skills as they try and put on coats for outside play and visit the toilet area independently. They are supported throughout their time as they transfer through the setting receiving appropriate help and guidance whenever required. Children help on occasions with snack and can pour their own drink using small jugs and cut up soft fruits for example; all of which develops confidence and developing skills using tools. Overall they are learning good habits for a healthy lifestyle as they wash hands regularly learning why this is important to get rid of germs. They also benefit from parents professional skills such as having a visit from a dental hygienist to talk about the importance of brushing teeth. Physical development is a key strength of the setting as children benefit from varied areas of outdoor space to explore and enjoy fresh air and exercise. This also compliments the vibrant indoor soft play area and as a result children have excellent access to space and equipment to promote motor skills and fitness. Through discussion children begin to learn about the importance of exercise and foods that are good for the body. Healthy eating is encouraged with fresh water readily available and fresh and dried fruit or savouries such as toasted tea-cakes for snack time. Parents are encouraged to supply healthy meals which practitioners ensure are appropriately stored and then re-heated if required; using probes to check safe temperatures.

Children behave extremely well at the setting and respond to gentle prompts and reminders from practitioners. They regularly discuss positive expectations such as being kind to others and share and take turns for example. Children also learn through discussion the effect their behaviour has on others, such as feeling sad or hurt. Highly positive methods are used throughout the nursery that are stage appropriate such as discussion, distraction, praise and encouragement. Children also have good behaviour discussed at circle time to reinforce what they have done well and to share with others which has a positive impact on self esteem and learning for all children. They respond extremely well to practitioners and thrive on special tasks working together to tidy away the bricks for example. Positive techniques and good interaction from practitioners contributes to children understanding acceptable behaviour, being willing participants and building secure relationships with adults and peers. Children are happy in the setting and well cared for, they are making good progress towards the early learning goals and are encouraged to enjoy and achieve.

## **Annex A: record of inspection judgements**

<b>The key inspection judgements and what they mean</b>
---

*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*

## **Learning and development**

**How effectively are children in the Early Years Foundation Stage helped to learn and develop?** 2

## **Welfare**

**How effectively is the welfare of the children in the Early Years Foundation Stage promoted?** 2

## **Supplementary judgements**

*How well are children helped to stay safe?* 2

*How well are children helped to be healthy?* 2

*How well are children helped to enjoy and achieve?* 2

*How well are children helped to make a positive contribution?* 1

*How well are children helped develop skills that will contribute to their future economic well-being?* 2

## **Leadership and management**

**How effectively is provision in the Early Years Foundation Stage led and managed?** 2

*How effective is the setting's self-evaluation, including the steps taken to promote improvement?* 2

*How well does the setting work in partnership with parents and others?* 2

*How well are children safeguarded?* 2

## **Overall effectiveness**

**How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?** 2

*How well does the provision promote inclusive practice?* 2

*The capacity of the provision to maintain continuous improvement* 2