

Woodlands Day Nursery

Goole & District Hospital, Woodland Avenue, Goole, North Humberside, DN14 6RX

Inspection date	16/04/2014
Previous inspection date	28/01/2013

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		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

- There is good emphasis on developing communication, language and literacy skills, particularly for older children, which helps prepare them for school.
- The key-person system is firmly embedded and children feel very safe and secure because staff set up areas of play to encourage and promote children's interest.
- Experienced and knowledgeable practitioners have a very good awareness of how young children learn and develop. As a result, they extend children's learning through play, discussions and within group activities given their starting points.
- Staff are secure in their knowledge and understanding of safeguarding matters. This means children are well-protected and kept free from harm.

It is not yet outstanding because

- Babies do not have consistent rich opportunities and continuity of sensory experiences across all areas. As a result, outdoor play is not always supported as well as possible for all children.
- Opportunities for older children to gain even more independence at mealtimes, through carrying out small tasks and developing responsibility have not been fully considered.

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 activities in all the rooms and in the outdoor environments. She also observed the snack and lunchtime, hygiene and sleeping arrangements.
- The inspector looked at evidence of the suitability of staff, the self-evaluation and a selection of policies, procedures and risk assessments.
- The inspector looked at children's folders, containing observations and assessment records. She also looked at the planning.
- The inspector completed a joint observation with the manager and had discussions with staff.
- The inspector held meetings with the manager.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Caroline Stott

Full report

Information about the setting

Woodlands Day Nursery registered in 1997. The nursery operates from a separate building within the grounds of Goole Hospital, in East Yorkshire. The nursery is one of 16 provisions owned and managed by the company For Under Fives Limited, based in various locations in the north east. It is registered on the Early Years Register and it serves staff from the hospital and the local community and is accessible to all children. Children are cared for in three rooms in a single storey building and there are enclosed areas available for outdoor play. The nursery employs 15 members of childcare staff. Of these, four including the manager hold appropriate early years qualifications at level 4, one has a foundation degree and 10 hold appropriate early years qualifications at level 3. In addition, there is a lunch time assistant, who is also employed as a cleaner. The nursery is open from 7.15am to 6pm, Monday to Friday for 52 weeks of the year, closing only on bank holidays. There are currently 136 children attending, who are within 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. The nursery is a member of a recognised day care association 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 baby outdoor area to encourage and support sensory exploration through using the whole body and providing more stimulation in a consistently clean environment
- enhance opportunities for older children to gain even more independence, assist with small tasks and develop responsibility, such as at lunch time, by encouraging them to lay the table or clear away their own plates and cutlery.

Inspection judgements

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

The quality of teaching is good and staff ensure that all seven areas of learning are covered. Regular, effective, detailed observations and assessments mean that children's next steps in learning and interests are identified and planned for. The older children's environment is effectively organised, both indoors and outdoors, for children to learn as they play. They freely access resources to support their imaginative play and to gain an understanding of the world. Children efficiently paint flowers exhibiting their representation through choosing particular colours. This demonstrates their learning and captures their experiences well. The adult-led key groups in the nursery effectively engage

older children to explore concepts, for example, the 'I hear thunder' song sang while playing with the parachute and staff sprinkling on water. This highly motivates children to be alert and focus their attention; they anticipate the next event of 'who gets wet?' and become engrossed in the activity. Toddlers eagerly engage in making chocolate crispy cakes. Staff plan first-hand experiences for toddler children to stir and spoon ingredients, promoting a 'have a go' attitude and praising children's accomplishments well. As a result, toddlers ate well and noticed familiar animals, using signs to show their satisfaction. Children investigate and are curious in their room and adjoining outdoor area. They make observations and talk and learn about living things. For example, older children help staff to dig out and clear a growing plot, talking about the insects they find and hunt for more. Toddlers look through a tray of rice and explore the plastic insects here. This means children use tools and handle equipment effectively and show good control and coordination as they negotiate their way around their surroundings. Consequently, children make good progress in the nursery through accessing a wide range of stimulating play opportunities.

Children's communication skills are promoted well by staff, who encourage children to share what they know through talk and gestures. Older children in the adult-led key group discuss an item they have selected; they shake and move it and discuss the sound made. For example, a child announces it sounds like a 'jingly jangly jungle'. This enables children to describe things and give their own explanations effectively. Staff make very good use of stories, songs and rhymes to support children in developing their language and listening skills further, especially in the older room. Familiar seasonal songs are adapted and extended with even more verses that children learn very well. Toddler children copy actions of familiar rhymes and follow staffs well-known routine of patting their knees between songs. This enables them to imitate movements in response to sounds they hear. Staff show babies how to explore pasta play and blow bubbles, promoting their sensory explorations. However, there is scope to offer further opportunities to support babies' sensory exploration. For example, by offering a stimulating and clean matted outdoor environment to fully enable babies' to explore across all the areas on offer, to support their whole physical development. The outdoor area enables older children to become aware of the natural world as they dig and delve in growing areas. Children eagerly engage in energetic play outside, such as naming specific colours of the parachute during the 'rainbow song'. This means children are supported well to acquire and develop further skills and progress efficiently and to be ready for the next stages in their learning.

Partnership with parents is good. Parents are encouraged to have visits to the nursery with their children, to help children settle in their room with their key person. Staff ensure they have a good knowledge of children's starting points when they first attend. Parents complete an 'all about me' sheet, sharing what they know about their child. This includes a good range of information, comprising of what their child can do, alongside their daily routines and favourite activities. Parents provide familiar words and phrases in home languages on these to aid children who speak English as an additional language. Children's learning and development files are freely available and parents state they feel included in and well-informed of their children's progress. Parents' evenings provide opportunities to demonstrate how children learn and help parents to be included in the assessment process. This partnership is used effectively to help children to feel confident and to make

good progress in their learning.

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

The key person role is well-established and is used well by staff in shaping how they manage children's learning, development and personal, social and emotional needs during activities. All staff know their children well because they find out good information from parents to ensure their individual needs are met. Staff have good supportive relationships with parents and discuss their child's next steps of learning and interests. The baby room has a sleeping room that is effectively monitored by staff. Older children sleep in their own rooms on soft mats. All children have their own individual sheet, stored in named bags to ensure there is no cross-contamination. The soft mats, cots, prams and buggies are wiped down after daily use and children's sheets are washed weekly, or if children are suffering with a cold these are washed daily. Consequently, the nursery provides a warm, safe and secure environment, which is used effectively to help children to develop secure attachments to their key persons.

Children's behaviour is good and staff offer clear guidance so that they know what is expected of them. Staff ensure that children are kept safe. For example, children are encouraged to not wander or run in the large hallway areas by staff remaining vigilant. The entrance hall and hallway is kept clear as the lunch trolley is delivered through here to the kitchen. The hospital completes weekly fire alarms that also sound off in the nursery and the manager reports back on these. The nursery has an effective evacuation procedure that uses the back outdoor exits. This is completed monthly with all staff and children, congregating on the rear grounds, which helps children to learn about keeping safe in the event of an emergency. Practitioners ensure that health and hygiene is prioritised during daily routines and activities, for example, during snack and lunchtime. All staff, children, toddlers and babies use hand sanitizing gel effectively to promote good hygiene practices. Older children are encouraged to manage their own hygiene and personal needs, to inspire a good level of independence for their age. Lunch is provided by the hospital and offers a varied menu. Staff support children appropriately by sitting nearby. This provides children with the opportunity to understand the importance of a healthy diet and good eating habits and manners. However, opportunities to increase older children's independence and ability to take responsibility through carrying out small tasks have not been fully taken into account. For example, enabling them to lay the table or clear away their own plates and cutlery. As a result, older children are not always supported to make their own decisions and gain full confidence in different situations.

The nursery's heating is governed by the hospital timetable. However, each room monitors the temperature with individual thermometers and through opening windows and doors. As staff recognise it is a very warm building and ventilation is important. Medication, accidents and incidents are well-documented by staff and the management team oversee these to make sure the guidance is followed, ensuring parents and carers are kept fully informed. For example, infectious diseases and sicknesses, resulting in children being away is recorded in a sharing book. This effectively monitors children's health and levels of individual cases of infection. These are then notified to all on the main entrance door. A

list that details various childhood infectious diseases is available on the noticeboard in the hallway. This gives information of signs, symptoms and infectious periods to help communicate further understanding to all. Children have access to the immediate outdoor areas from their rooms to support their physical development effectively. However, these opportunities are not fully embraced in the baby outdoor environment. Transitions are managed well, with pre-visits and induction sessions organised for new children to help them familiarise themselves with the nursery and staff. Children moving between rooms in the nursery is planned well and enable children to feel comfortable with their new key person and surroundings. Staff give high priority to making the setting part of the local community, which gives children a sense of belonging and identity. For example, older children attend short services at the hospital and perform familiar seasonal songs. This inspires children's confidence in trying new experiences and prepares them for the next stage in their learning and development. The nursery invites local schools to visit, to support children in readiness for their eventual transition.

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

The nursery is led and managed well and good attention is given to safeguarding children. All staff undertake training in child protection. As a result, they are confident in recognising the possible indicators of abuse or neglect and know what to do should they have any concerns about a child's welfare. The majority of staff are long-term experienced staff that hold relevant childcare qualifications. The recruitment and vetting of any new staff is thorough. When new staff are appointed they undergo a thorough company induction, this means they fully understand how the nursery operates and their role within this. Staff ongoing performance is monitored, through an annual appraisal and regular supervision meetings. Their continued training, support and skills are promoted through the local authority training schedule and in-house regular staff meetings. Staff work effectively as a team and there are meetings established both in the areas they work in and as a full team. The manager also attends regular company management meetings to ensure company procedures are consistently reviewed for the benefit of children in their care. The correct adult to child ratios is applied and staff are deployed to their specific rooms to meet the requirements. This means child supervision is appropriate to the age and stage of children. The nursery has a varied range of written policies and procedures that are shared with parents and updated annually to ensure they remain effective. For example, the new safeguarding policy is displayed on the noticeboard in the hallway. Thorough safeguarding procedures and guidance are in place, including the nursery's detailed risk assessments, which ensures the premises is suitable and free from hazards. The complaints policy is also displayed on the noticeboard in the hallway and noted in the parents' handbook. The complaint procedures are followed when required. Consequently, children are kept safe at all times.

The quality of the teaching and learning is good and the progress of all children is monitored successfully. This is achieved through reviews of children's developmental records, including the progress check at age two and staffs' observations of how children use the areas of play and resources. The nursery team employ a range of effective

strategies to identify strengths and weaknesses that inform the evaluation of their service. Parents are given annual questionnaires and a post box in the hallway offers feedback. The nursery is on the busy hospital site and safety is paramount. The identity of any visitors is checked, which means there is no unauthorised access to the premises or children. Any maintenance of the building is completed and various systems, including decorating and cleaning programmes and checks, ensure the health, hygiene and safety of children. Each room completes daily safety and cleaning checks on all areas of the rooms, resources and their corresponding outdoor area. This means the aptitude for continuous improvement is good, which in turn enhances children's care, well-being and learning.

Partnerships with parents are generally good. They are made welcome and come into the nursery, where they can gain a further understanding of their child's development, which promotes learning and development at home. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, parent evenings, the website and the parents' noticeboard. Their child's development profiles are freely available and parents state they feel included in and well-informed of their child's progress. All parents spoken to during the inspection are very happy with the care and education their children receive. Information for parents is available in the hallway, along with updated policies and procedures and a noticeboard detailing the menu and activities in the local area. The nursery works closely in partnership with other professionals, such as health visitors, the host hospital and doctor's facilities, schools and the two local children's centres. This work with other agencies and professionals supports families and children and secures appropriate interventions and support as and when needed.

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	314768
Local authority	East Riding of Yorkshire
Inspection number	966810
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	136
Name of provider	For Under Fives Limited
Date of previous inspection	28/01/2013
Telephone number	01724 290461

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Type of provision

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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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