



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY232779

DfES Number: 537590

INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Tina Garner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Woodville Day Nursery
Setting Address	Blacksmiths Lane Woodville Swadlincote Derbyshire DE11 7EF

REGISTERED PROVIDER DETAILS

Name	The partnership of Woodville Day Nursery
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ORGANISATION DETAILS

Name	Woodville Day Nursery
Address	Blacksmiths Lane Woodville Swadlincote Derbyshire DE11 7EF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Woodville Day Nursery opened in 2002. It operates from purpose built premises which are situated in Woodville, Derbyshire.

Children are cared for in individual group rooms depending on their age and developmental stage. Children under the age of 3 years are cared for on the ground floor, children 3 - 5 years old are cared for on the first floor. All children have access to the large enclosed outdoor play area.

There are currently 111 children on roll, which includes 29 funded 3-year-olds and 5 funded 4-year-olds. The provision operates Monday to Friday from 07:30 to 18:00 throughout the year and is closed only for Public and Bank holidays.

The staff team consists of 3 managers and 31 nursery staff. The majority of the staff working directly with the children hold relevant early years qualifications. In addition staff access training and advice from the Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Woodville Day Nursery provides good quality care for children.

The warm and welcoming premises offer sufficient space for a good range of indoor and outdoor activities. The nursery is well maintained; rooms are bright and airy with attractive displays and information notice boards. A good range of equipment and play materials are provided, all are well maintained and suitable to children's needs. Staff are well deployed, all attend a wide variety of courses to develop new and existing skills.

Staff are vigilant in their supervision of the children, they teach children how to care for themselves through daily routines, for example washing hands before meal times. Good systems are in place to deal with accidents and medical emergencies. The staff work well as a team, which creates a settled atmosphere with clear daily

routines. They relate well to the children and build strong relationships with them. Meal times are a sociable occasion where staff and children sit together to have healthy meals and snacks.

Staff have a sound knowledge of each child's individual needs and interests. They relate well to the children and value good behaviour, however staffs handling of unwanted behaviour is, on occasions ineffective. A wide range of resources support children's learning, they are well organised and readily accessible to the children, allowing them to make clear choices about their play and learning. Children show interest in the varied range of activities and appear familiar with the routines and boundaries of the nursery.

The group has good relationships with parents, which are fostered through a warm and welcoming environment that values parents feedback. The records required for registration purposes are maintained to a high standard, all relevant policies and procedures are in place, and shared with parents. However all staff do not maintain an up to date knowledge of these to ensure a consistent approach is offered.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Effective planning and organisation of the learning environment provides children with excellent opportunities to participate in a wide range of stimulating activities, which are well supported by a diverse selection of resources.
- There is a good partnership with parents and carers which is fostered through effective written and verbal communication. Parents receive good information about the curriculum and their child's progress.
- Children are confident and sociable. They are developing a sense of belonging in the environment and are forming good relationships with the staff and each other.

What needs to be improved?

- staff's knowledge and understanding of all policies and procedures relevant to the group
- staff's knowledge and ability to manage a wide range of children's behaviour which promotes their welfare and development.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
14	Develop staff's knowledge and understanding of all policies and procedures which are relevant to the setting.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Woodville Day Nursery is of good quality, consequently children are making generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good and staff work alongside children well. A strength of the setting is the very wide range of activities on offer for the children. Staff plan using the early learning goals, providing a good coverage of the six areas of learning, changing the activities daily to provide variety. Staff assess the children regularly but do not use that knowledge sufficiently well to plan for children's individual needs. This means that although the work is suitably challenging for the more able children, adult-directed work is often too difficult for the younger children. Children are generally well behaved. Staff have high expectations for children's behaviour but are not always aware of effective ways of handling large groups of children. The room for the funded children is exceptionally spacious, bright and stimulating with children's work carefully displayed. However, it is not used for physical activity as well as it could be.

The leadership and management is generally good. Systems are in place to monitor and evaluate the provision; parents are consulted and quality management takes place through both internal and external support. Staff's practice is reviewed regularly. Staff are committed to improving their practice through attendance at courses.

The partnership with parents and carers is very good. Parents receive good quality information about the provision. The six areas of learning and staff's planning is very clearly displayed alongside useful information for parents to help children at home. Parents are well-informed about their children's progress and can exchange knowledge of the children at events such as open evenings.

What is being done well?

- Staff provide a very wide range of interesting activities based around the six areas of learning. They ensure that children have daily variety.
- The setting has created a very good partnership with the parents.
- Children's independence is being developed well.
- Children have many opportunities to develop their imagination.

What needs to be improved?

- the way assessments are used to plan for children's individual needs

- staff's knowledge of managing large groups of children
- the use of accommodation, especially organising the pre-school room to provide vigorous physical activities.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Good relationships develop between staff and children. Children are learning to play cooperatively; to share and take turns. They are interested in the free choice activities and enjoy the variety available. Children are confident and generally well behaved. They will sit and listen well when given appropriate opportunities. Children quickly become independent and they are confident when choosing activities for themselves. They are not so confident when the work is not matched to their needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children chat happily to staff enhancing the children's communication skills. They enjoy stories and rhymes like Incey Wincey Spider. This helps to extend their vocabulary. Children use their language skills effectively to explore their ideas in role play, the hairdresser's proved a very popular example. They are learning the sounds that letters make but the activities are not always matched to children's developmental needs. Children are learning to write their names well.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are aware of numbers and some older children are able to count beyond ten accurately. They count in context and use numbers naturally. Children use cotton reels to create patterns well. Children are learning to match numbers to equivalent numbers of spots but adult led activities are not always matched to the level of the children's development. Children are learning about shapes. They sing songs such as 'Five Currant Buns In A Bakers' Shop' to learn the early stages of subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy playing in the sand and exploring how rice moves when it is poured, for example. They participate in activities connected to celebrations, like Diwali, Christmas and Chinese New Year to learn about a variety of cultures. Children talk enthusiastically about their lives; discussing what they do at home. They learn about everyday situations like going to the hairdresser's. They construct and build their own designs from discarded materials and commercially produced toys.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children experience a variety of activities enabling them to develop their skills using small and large equipment, although the inside space is not used as effectively as it could be to support this area of learning. The children learn to climb, and move in different directions. They are able to develop their control and co-ordination through a variety of activities. Their manipulative skills are developing well through the extensive range of resources available, such as puzzles and sewing.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
They use their imagination well through role-play, providing useful opportunities for children to create their own scenarios. They are learning to express their ideas effectively. Children use colour and texture imaginatively in a variety of situations; painting, sticking and using ribbons, tissue paper and crepe paper to develop their ideas. They enjoy using the chalkboard and seeing their messy fingers in the mirror. Children use musical instruments and learn simple songs from memory.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- use the knowledge gained from assessments to plan for children's individual needs; improve staff's knowledge of managing large groups of children.
- use the accommodation more effectively to support learning, especially physical development.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.