

Inspection date

16/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Children are flourishing as the nurturing environment promotes their emotional development and fully engages their interest. They are very happy and secure because they know the setting and the staff well.
- There are highly successful strategies to encourage all children in learning including well-planned activities that differentiate according to children's needs.
- Well-planned and innovative systems of assessment are in place. These enable staff, and parents to regularly see and contribute to children's learning.
- There are meticulously planned routines to share information with parents and partners and this strongly contributes to children's progress in development.
- Teamwork is highly productive and staff are exceptionally well supported and encouraged.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector arrived at the setting and viewed the premises. She explained the inspection process and was introduced to providers and staff.
- The inspector observed the activities and spoke with children and staff.
- The inspector tracked children during their play, she observed the providers during their regular routines and during specific activities.
- The inspector observed all the children's daily routines and checked documentation including systems that are on the computer.
- The inspector shared the judgements with the providers and gave feedback on the main strengths, including an agreed recommendation.

Inspector

Christine Clint

Full Report

Information about the setting

Woodlands Day Care Ltd. registered in 2012. The setting operates from the private residential home of the providers in Oxted, in Surrey. The whole of the ground floor is dedicated to children's play with sleeping facilities available on the first floor. There is a

fully enclosed garden for outside play including an under cover decked area. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language. The provision opens from Monday to Friday, 8am to 6pm. There are seven staff in total working within the setting. Both providers have certificates in Early Years Practice. One staff member has a qualification at level 3 and two staff have achieved qualifications at level 2 in early years childcare and education. There are currently 23 children on roll in the early years age group. The provision includes regular outings to the local library, toddler groups and special places of interest.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extending opportunities during the winter months for children to explore and feel media and materials, such as paint, gloop and bubbles.

Inspection judgements

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

The provision plans extensively for children's learning across all areas of development. Opportunities for a wide range of children's self-chosen activities are included daily. The provision has long-term plans and these follow similar formats throughout the year. For example, staff link activities with the letter or the number of the week, which are displayed for parents. Children visit a local garden centre where they enjoy looking at and smelling the flowers, they learn about growing and help to choose some new fish for the indoor fish tank. Children eagerly and confidently talk about the fish they bought. They know and name the different colours and describe the stripes or patterns. Children communicate skilfully as they talk about the pirate ship inside the fish tank and name the different parts. They notice the pipes and air filters in the tank, they understand how these work and spontaneously ask questions. Children are keen to sit together to write and make marks. They practice according to their level of ability, for example, just holding the pencil or using any movement to make marks. As their skills develop, they trace their names and then learn to copy. Staff praise and encourage them at every stage. They allow children to come and go freely, they notice the increased skills of concentration as children progress and rise to the challenge. Staff are aware that the mixed age groups inspire children to learn and develop.

Children show high levels of enthusiasm and excitement at a play dough activity. They have a vast array of tools and implements to cut and shape the dough and children are adept at managing these competently and safely. They delight in pressing shapes they recognise. Children show extended skills of concentration in trying to roll and make a longer shaped piece of dough. This encourages them to repeat the process several times to consolidate their capabilities.

Children choose books and stories throughout the day and staff swiftly respond by sitting with them to read stories or talk about the pictures. Children use their imaginations together as they collect the play food and create a picnic in the tent. Here they build close relationships and share their ideas through growing skills of communication. Children listen well and respond with purposeful actions when they are sorting coloured items. They impressively recognise and match colours, they learn to identify size and shape when fitting balls into a ramp and chute. There is slightly less evidence to show how children can explore and feel media and materials during the winter months, when they have fewer opportunities to enjoy varied activities in the outdoor area.

Children's progress is highly valued and exceptionally well monitored. Staff have meticulous knowledge of children's level of progress and they have very successful systems to monitor and broaden children's development. Consequently, children are very well prepared for the next stage in their learning. Parents are fully engaged in all the processes of learning. They have abundant information and they can access their child's learning journal freely to use ideas for learning at home. Parents also have well described details in the daily dairies to show that routines follow children's everyday needs.

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

Staff are highly skilled, they show dedication and an excellent understanding of promoting children's welfare. They know their key children's characteristics and they support all children's nurture, this significantly increases children's emotional attachment. Children's growing independence is instantly recognised and staff praise their achievements; especially for toilet training, and children know the routines for being rewarded. Children effectively learn about safety because they are in a home environment and they take part in everyday routines. For example cooking and learning to use utensils. They practice fire drills to reinforce their understanding and there are regular visits from the fire department. Children are fully independent from a very young age. They sit on low chairs to feed themselves and show highly impressive skills of managing. They are enthusiastic about snack and meal times, trying different fruits several times to ensure they can understand the taste and texture. Children have very healthy meals and they follow hygienic routines. This increases their responsibility and understanding about keeping themselves safe and healthy. Staff ensure that quiet times are included to meet children's daily needs for rest and sleeping routines are fully planned. Staff show individual affection and close contact to ensure that children feel secure and understand what will happen next. Staff find children's special comforters, they settle them appropriately and check frequently. A visual chart shows where children are sleeping. Children sleep after lunch and this increases their physical health and their emotional development. Staff include special television

programmes at times to encourage children to rest and recuperate. Children are continually active throughout the day, they move freely between indoor and outdoor play under cover. Children enjoy weekly outings to local places of interest, or to use physical apparatus. This encourages their growing physical development and increases energetic activity.

Staff have motivational systems for assessing children's development and staff prepare children continually for their next stage in learning. This extensively prepares children for their transition to school.

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

Staff show an exceptionally high focus in meeting the Early Years Foundation Stage. The providers have effectively included all the recent changes to the Statutory Framework; they have also implemented all the new guidance material to assess children's progress. The providers are successfully fulfilling their responsibilities for individual children and this has resulted in the recent change of registered provision to meet the needs of families attending. There are inspirational systems to monitor children's progress in development and these show highly effective outcomes. Comprehensive safeguarding procedures are implemented and staff are fully trained in child protection. They know how to recognise any signs and symptoms of concern and they fully understand the procedures for sharing information with other agencies.

The providers have implemented thorough systems for staff performance and annual appraisals. Staff have developed very close and effective team work. This includes daily opportunities for sharing and reflecting on practice issues. Staff introduce ideas for planning and this also strongly supports consistency. Many improvements have been made since re-registration and there is an increased determination to evaluate the practice and drive improvement. This has resulted in staff enrolling on training courses, introducing specific roles for staff and introducing secure key person systems for children. The evaluation process has extensively included parents and the providers have fully reflected on all comments made by parents. The provision has impressively developed the links with local schools and this has enriched the processes of assessment for children attending. The close contact with other professionals has also highly benefitted children who have moved on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY444346
Local authority	Surrey
Inspection number	794636

Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	17
Number of children on roll	23
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

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 that are usually their 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.

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 assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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