

Willow Brooke Day Nursery

George Eliot Hospital, College Street, NUNEATON, Warwickshire, CV10 7BQ

Inspection date	28/02/2013
Previous inspection date	15/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children enjoy their time at this welcoming and friendly nursery. They are motivated to learn and make good progress in the Early Years Foundation Stage.
- The key person system is firmly embedded and children feel very safe and secure. Partnerships with parents, carers and other professionals are strong, and this ensures all children are included and their needs are met.
- There are good systems in place to evaluate and reflect upon practice and set plans for improvement. Well-targeted action plans and close monitoring of the educational programme are evident. The management team and practitioners show a strong commitment to improving outcomes for children.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through effective risk assessments procedures, good supervision and vigilant practitioners.

It is not yet outstanding because

- Opportunities for children to further enhance their learning in some aspects outdoors, have yet to be fully embraced, for example, by providing resources to promote their mathematical and numbers skills, and early writing skills.
- Opportunities for pre-school children to further extend their understanding of the world, by using resources to explore and investigate, have yet to be fully extended.

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 observed activities in the four playrooms, the outside learning environment and children having their lunch time meal.
- The inspector talked to the children and held meetings with the provider/manager.
- The inspector looked at a range of documentation including, children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Willow Brooke Day Nursery was registered in 2004. It operates from a purpose built single storey building, situated on the site of the George Elliot Hospital in Nuneaton, Warwickshire. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves a wide catchment area

and is accessible to all children. There are four playrooms where children are cared for based on their age and stage of development, and there are fully enclosed areas available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2, 3, 5, 6 and 7, and two with Early Years Professional Status. The nursery is open, Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 120 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority. They are member of the Pre-School Alliance and the National Day Nursery Association.

What the setting needs to do to improve further

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

- strengthen the educational programme for understanding the world in the pre-school room by: introducing equipment, such as magnifying glasses, torches and natural resources to enhance children's exploration and investigation skills
- enhance the range of resources in order to fully maximise children's learning in the outdoor area to: further develop their mathematical and numbers skills, and early writing skills.

Inspection judgements

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

Children are happy and enjoy their time at this welcoming and friendly nursery. Children's enthusiasm for learning and the secure progress they make is enhanced by practitioners who have a good understanding of how to engage and capture children's interests. All children are given time to explore, play at their own pace and make their own discoveries. Practitioners have a good knowledge of each child's learning and development needs. They keep themselves up-to-date with their changing interests and talk to children about what they would like to do. Practitioners use the information gained from their observations effectively to plan activities to help children move forward in their learning. The planning and assessment system has been revised to incorporate the new areas of learning and take into account the new 'Progress check at age two'. Children's progress is

carefully monitored and any gaps in their learning are identified and planned for.

Practitioners work very closely with parents during the settling-in period to gain an insight into their child's unique characteristics, skills and abilities. Children's achievements are shared with parents through regular discussions. Practitioners share assessment reports with parents every term, this gives parents a clear picture of their child's achievements. This is also used as an opportunity to talk about the planned next steps in learning, so that parents can support children's learning at home. Interaction between practitioners and children is good and this promotes children's sense of security and belonging. During activities, practitioners listen with interest to what children say and help them to think about what they are trying to achieve. There is a strong focus on promoting children's personal, social and emotional development. Children show they are familiar with the daily routines, and practitioners foster their independence skills well, at snack and mealtimes. They are helped to understand the 'Golden rules' to support their understanding of good behaviour. Children are encouraged to help tidy up, share and take turns. This provides a positive approach to ensure children understand about the rules for being together, developing positive relationships and keeping themselves safe.

The nursery places a very good emphasis on developing children's communication and language skills through positive interactions. They use a range of strategies to monitor and enhance language, such as 'Every child a talker' and 'Time to talk'. Practitioners emphasise and repeat new words while looking at picture books and sing rhymes to help children's language development. Each room has a comfy book area or den, which helps children develop a love of books and relax while they listen to stories. All children in the nursery have good opportunities to practise their early writing skills from a young age. They make marks with paint, manipulate dough and explore the properties of sand. Older children share their knowledge of letters and sounds when they talk about the letters that make up their name.

Overall, every opportunity is used to promote children's mathematical skills. Children are involved in cooking activities where they weigh and measure ingredients. Younger children like to fill and empty containers, and all children love to play in sand and water. As children play practitioners talk to them about numbers, colour, shape names and size. Children use a range of art and craft materials to foster their skills in expressive art and design. They talk about drawing treasure maps and use their imagination as they play with a range of small world resources, such as farm animals and cars. Babies like to investigate using a range of natural resources, for example, they like to listen to the sounds they make by banging metal objects together, and feel the texture of different materials. Overall, children's understanding of the world is fostered well. They become involved in the local community, and a number of fund raising activities during the year. They benefit from visitors to the nursery, including a storyteller and focused music and movement sessions. Older children show their confidence and skills while using the computer to match pictures, and younger children play with a good range of electronic resources, promoting their early technology skills. Children's physical development is supported very effectively. They have very good opportunities to play in the garden, refine their balancing skills and they love making 'sand pies'. Younger children have their own outdoor play space and this enables them to move around safely and develop their confidence in the outdoor environment.

The thoughtfully planned playrooms create enabling environments for all ages of children to promote their independence and engage children in purposeful play. While the provision is well-resourced overall, there is scope to enhance the learning environment to enable children to make further choices to extend their enjoyment and achievement; for example, equipment such as magnifying glasses, torches and natural resources to enhance the pre-school children's exploration and investigation skills, is not always accessible. Furthermore, some areas of learning are not fully maximised in the outdoor area, to further extend children's mathematical and numbers skills, and early writing skills. Overall, children are supported well to acquire the skills and capacity to develop and learn, and be ready for the next stages in their learning.

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

Children benefit from being cared for in this friendly, child-centred nursery where their well-being is prioritised. The successful implementation of the key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments. This provides a strong base for babies' developing independence and exploration and for all children, developing their skills for future learning. Children arrive at the nursery and separate easily from their parents and carers. Close attention is given to each child's care experiences and this has a positive impact on their well-being. All children, from the very youngest baby, show a strong sense of belonging within the provision. Practitioners provide children with calming experiences throughout the day, such as cuddles and story time, and they sit on the floor which makes it easier for children to seek comfort when needed.

Children get on well together and their behaviour is very good. All children are settled; they move around the nursery with confidence, contribute well to group discussions and make choices about the resources they would like to play with. Children's behaviour is sensitively managed and reflects the high expectations of practitioners. They provide clear boundaries and explanations by reflecting on the 'Golden rules' which are displayed in each room. Practitioners praise children for their achievements and this helps to boost their confidence and self-esteem, making them feel good about themselves. Good arrangements are in place when children move rooms within the nursery making sure the key person is knowledgeable about each child's needs, interests and parents' preferences. Parents are fully involved in these arrangements and this helps to ensure a smooth transition.

Inclusion is given very good attention, and every child and their family is warmly welcomed and respected. Well-established multi-agency links provide access to specialist knowledge and skills. This enables the very successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well. Children and families with English as an additional language are supported effectively. Some practitioners are bi-lingual, and the nursery records key words in a child's own language to help support their needs and communication skills. Caring practitioners work well together; they know the children well and have a good knowledge

of their individual needs and unique characteristics. Good attention is given to promoting equality and diversity. Children are helped to develop an understanding of differences within society through the use of resources reflecting positive images of culture, gender and disability.

Children's welfare is promoted well and they benefit from good levels of supervision and attention. Effective systems are in place covering all aspects of children's care, including the recording of accidents and any medication administered. Children develop a good knowledge of how to keep themselves healthy and safe. Healthy eating is a priority and children enjoy a well-balanced, nutritious lunch and healthy snacks. Children enjoy being in the fresh air and have good opportunities to be physically active. They understand the importance of following good personal hygiene routines and wash their hands before eating meals. Children's understanding of safety is supported as practitioners help them to use resources and equipment in a safe way and they take part in regular emergency evacuation drills.

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

Leadership and management of the nursery is good. They are fully committed to improvement and continually strive to ensure that all children achieve well across all aspects of their learning and development. They have embraced the recent changes to the Early Years Foundation Stage and have well-targeted plans for improvement in place through the use of self-evaluation and reflective practice. Good attention is given to monitoring the effectiveness of the educational programme, to make sure any gaps in children's learning are identified. The arrangements for supervision, appraisals and professional development are well considered, with opportunities for practitioners to undertake further training and enhance their skills and knowledge.

Safeguarding children is given very good attention because practitioners have a secure understanding of the procedures to follow should they have any concerns about a child in their care. They demonstrate a high level of commitment to promoting children's safety and well-being. Children's welfare is enhanced by the robust and consistent implementation of policies and procedures that ensure the safe and efficient management of the provision. This includes effective recruitment and vetting procedures and comprehensive risk assessments, which cover all aspects of the premises and outings. Practitioners are vigilant about arrival and collection procedures, and very good security precautions contribute to children's safety. All visitors are required to produce identification before entering the building and sign a visitor's book. The recommendations from the previous inspection have been implemented effectively, improving outcomes for children's learning and development and their understanding of diversity, demonstrating a strong commitment to ongoing improvement.

The nursery recognises the importance of smooth transition arrangements for children to ensure their individual care and learning needs are fully supported. They make links with

other providers of the Early Years Foundation Stage, and support children when they move on to their next phase in learning by inviting teachers into the nursery. Children benefit from good partnerships with parents and the key person system supports the engagement with parents effectively. Parents' views are valued and sought through ongoing discussions and the use of a questionnaire. Parents are provided with feedback on their views, these are displayed on the 'You said - we did' notice board. It is evident from talking to parents on the day of inspection that they fully appreciate what this nursery achieves for their children. Parents said 'We cannot give the nursery enough praise' and 'the staff team is fantastic'. They talked about how well their children are progressing, particularly in their communication and language skills, and the good support they receive from the nursery when they have any concerns. Parents are well informed about the provision and receive a good level of information, including policies and procedures and a parents' guide to the Early Years Foundation Stage. The nursery are keen to enhance their partnerships with parents and they organise monthly 'Stay and play' sessions for children and their families. This further supports the nursery and home links, and helps parents to be further involved in their child's learning.

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	EY262129
Local authority	Warwickshire
Inspection number	877569
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	120
Name of provider	Willow Brooke Day Nursery Limited
Date of previous inspection	15/09/2008
Telephone number	02476 351478

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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.

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