



# The Woodside Centre

Lea Road, Tiverton, Devon, EX16 6SU

Inspection date	17/12/2014
Previous inspection date	10/08/2009

The quality and standards of the  
early years provision





physiotherapists. They complete individual education plans and support the process of future assessment. Staff complete regular observations and assessments of children's progress to recognise their achievements and identify their next steps in learning. Staff have systems in place for tracking the children's overall progress. This means staff can identify any gaps in children's learning and address them quickly.

The staff complete the requirement to assess children's progress between the ages of two and three years and share this information with parents. Therefore, parents feel informed about the children's learning and development and feel that staff value their views. Staff invite parents to contribute to the assessment of their children's starting points by providing relevant information when their children first start. Parents are also consistently encouraged to contribute observations of their children's learning at home. This means that planning for children's learning is sharply focussed because the staff consistently obtain an all-round view of their interests and achievements. Staff have developed good relationships with local primary schools, which ensure they work in partnership and share relevant information to support children in preparing for the move to school.

Children show good levels of independence and are comfortable within their surroundings. The staff organise the rooms with age-appropriate equipment, and plan the environment to enable children to initiate their own play. Children select their own resources from a variety of easily accessible toys. Consequently, children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. For example, babies selected musical instruments and staff taught them how to move them to make a sound. They are also able to explore paint and proudly show their pictures to staff. The learning environment provides every opportunity to heighten children's experiences and learning.

Staff effectively help children to develop their communication and language skills. They engage in constant discussion, introduce new vocabulary and model language during children's activities. Staff make good use of open-ended questioning to encourage children to be active learners and to think for themselves. During an adult-led activity, older children compared different colours and patterns when they played a matching game. However, the staff had not prepared enough resources, which meant that the children were unable to focus and participate fully.

Staff promote children's physical development well through daily activities in the garden to ensure they are active. For example, children enjoy riding bicycles and tricycles. Children have access to everyday technology; they confidently use push

Children form secure attachments with their key person. This is because staff get to know children well when they start in the setting and when they move into a new room. The staff use well-established systems to ensure they prepare children emotionally for making the move within the nursery or for their move to school. Children make regular settling-in visits to meet new staff, see their new room, and experience different toys and activities. Parents are fully included in the process; as a result, staff and parents support children very well to help them make new relationships, build self-confidence, and manage their feelings. This ensures that staff meet the children's emotional needs and well-being.

Staff communicate well with each other and parents, they using contact books to inform parents about their child's day. Staff have warm, caring attitudes towards children and provide a calm environment. Consequently, children have high levels of self-esteem and confidence and thrive in their care. Staff have high expectations of what children can do by themselves. This means that they support children fully to develop their independence. For example, all children serve themselves at lunchtime. The nursery cook ensures that she meets all dietary requirements and works closely with staff and parents to achieve this. Children sit with their key person at lunchtime, which also helps to strengthen their positive relationships.

Children follow good hygiene routines before meal times and after coming in from the garden. Staff support younger children, and older children manage their personal hygiene needs independently. However, staff do not always wash their own hands after supporting children to wipe their noses. They also do not ensure that children wash their own hands after completing this task. Staff provide children with opportunities to play outdoors every day. The staff organise and resource the outdoor area well. This enables children to make choices in their play by selecting what and where they want to play. The staff use the wide range of resources to encourage children to be physically active and take some risks safely. During a small-group children enjoyed taking part in a yoga session. They copied positions that staff made. They joined in together and supported their friends. This helped them to learn about their bodies as well as supporting their physical development.

Children are developing an understanding of how to stay safe. They return to their key person when they need support. Staff deploy themselves well so that they are available for children throughout the day. Staff manage children's behaviour well. They use clear language so that children know and understand how to behave. Staff use praise and encouragement and celebrate what children have done well. Children play very well and cooperate with each other, sharing resources and taking turns with equipment.

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

The provider and manager have a secure understanding of the requirements of the Early Years Foundation Stage. They ensure staff have a clear knowledge and understanding of the safeguarding policies and procedures. Staff implement these effectively to keep children safe. All staff have received relevant training in how to identify and report child protection concerns. This means that staff effectively monitor children's welfare closely.

The provider and manager have robust recruitment systems in place to check the suitability of staff. Additionally, a secure induction for new staff means that they know how to carry out their roles. Staff deploy themselves well ensuring good support for children both indoors and outside. There are clear and well-understood policies and procedures in place that staff use for assessing risks to children's safety. Staff ensure that all areas of the nursery are safe and secure at all times. As a result, staff help keep children safe.

The manager leads a well-qualified and experienced staff team. The manager deploys staff effectively, which means they use their skills and expertise to support young children's learning and development. Good quality supervision, induction, and mentoring

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.





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 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 3(e)-o124np 0 1 ore 6 Tm[a]5(fter s)-2(choo)5(l a)7(n)-11(full)]TJanGw6Sww

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