

Woodland House Nursery

1 Woodland Road, BRISTOL, BS8 1AU



Inspection date

12 May 2015

Previous inspection date

21 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The programme for understanding the world is strong. Children have regular opportunities to learn about a wide variety of people, places and environments. For example, at beach school they develop a good understanding of the natural world and freely explore materials which stimulate their imaginations.
- Leaders promote ongoing training opportunities for staff. Therefore, staff's skills continuously develop which enhances the play and learning experiences for all children. For example, the development of new play spaces for babies have sparked children's interest and promoted an increase in their language development.
- Leaders monitor the quality of teaching and the educational programmes, and identify strengths and areas to improve on an ongoing basis. Such effective self-evaluation tools mean that the nursery continuously improves and children of all ages make good progress from their starting point.
- Staff support children to manage the change of moving from home into the nursery, between playrooms and eventually on to school. As a result, children settle well and their well-being is promoted effectively.

It is not yet outstanding because:

- Occasionally, changeovers between play and mealtimes are busy and disorganised. This makes it a little difficult for children to remain sharply focused in their learning.
- Staff miss some opportunities to promote and extend children's early reading and writing skills.

What the setting needs to do to improve further

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

- organise tidy up routines more effectively so that children can move smoothly to the next activity
- extend children's learning opportunities for literacy to help them develop their early writing and reading skills.

Inspection activities

- Leadership and management discussions took place with the manager, deputy manager and the provider at appropriate times during the inspection and during a scheduled meeting.
- The inspector observed activities and staff's interactions with children in all of the rooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and safeguarding records, and checked the suitability of staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the deputy manager of the nursery.

Inspector

Dominique Bird

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All staff have a secure knowledge and understanding of the Early Years Foundation Stage. Staff's assessments of children are accurate and they plan activities that meet children's individual needs and interests. Children enjoy their time at nursery and are motivated to learn. Staff prepare children well for the next stage in their learning. Staff organise activities to help promote children's reading and writing skills, such as 'sound matching' activities. Staff do not make the most of all opportunities to ensure that reading and writing activities are more spontaneous. Children have time to make choices and extend their interests which means they become deeply involved in activities. There are some times in the routines where children's learning is momentarily interrupted and they lose some interest, such as when tidying up for group sessions before lunch. Children enjoy sensory experiences. Babies explore the texture of water and paint, and all children have a great time using their imaginations in the mud kitchen. Parents can contribute to their children's development record and continue their children's learning at home. Children become confident speakers because of the techniques staff use with them to develop their communication skills. For example, staff use sign language and gesture alongside speech.

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

Children throughout the nursery display excellent levels of confidence in their environment. This shows they feel very secure and have built excellent bonds with staff and their friends. Moves throughout the nursery are exceptionally well organised, tailored to individual children and agreed with parents. Children regularly visit the next room they will move on to and they have time with their siblings who are in other rooms for 'family time'. Children are provided with a wide, varied and healthy diet of balanced foods. Meals are prepared and cooked on site and they cater for any special dietary needs. All children know and follow excellent hygiene procedures. Children benefit from vast access to the highly stimulating outdoors and, therefore, they are developing healthy lifestyles to support their physical well-being.

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

Staff have a good understanding of how to safeguard children and a well-organised range of policies and procedures support children's health, safety and well-being. Robust recruitment practices, including the vetting of staff, ensure a safe environment for children. Leaders regularly observe staff performance. This regular checking and evaluation of practice and performance means the management is able to ensure the good levels of practice are consistent and that the planning of activities presents sufficient challenge to children. Staff exchange information with parents on a daily basis, and through an informative website and regular newsletters.

Setting details

Unique reference number	EY400553
Local authority	Bristol City
Inspection number	831035
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	76
Name of provider	Archfield House Nursery School Limited
Date of previous inspection	21 January 2010
Telephone number	0117 946 7145

Woodland House Nursery was registered in 2009. It operates from a converted Victorian property and is situated in the Clifton area of Bristol. The nursery is open each weekday from 7am until 6pm for 51 weeks of the year, closing for Christmas and bank holidays. The nursery employs 19 staff, of whom 14 hold an appropriate early years qualification at Level 3 or above. There are five staff who hold relevant degrees and three staff hold Early Years Professional Status.

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