

# Woodpeckers Nursery

Conyngham Lane, Bridge, Canterbury, Kent, CT4 5JX



**Inspection date** 27 January 2016  
Previous inspection date 10 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a secure knowledge of the learning and development requirements. This has a positive impact on children's learning, contributing to them making good progress.
- Staff value all children and meet their individual needs effectively. Children develop strong relationships with their key persons, which helps them to feel safe and secure.
- Staff promote good behaviour and reinforce the boundaries so that children know what is expected of them. Children are polite and well behaved.
- Relationships with parents are strong. Staff use various ways to engage and involve them in the pre-school. Parents value the bonds that staff develop with their children and appreciate staff's dedication to providing good quality care.
- The manager is enthusiastic and knowledgeable. She uses self-evaluation to continually improve the quality of care and teaching and promptly addresses any areas for improvement.

### It is not yet outstanding because:

- Staff do not always review group sizes and occasionally miss opportunities to use effective questions to further promote children's individual learning needs.
- Staff do not always make effective use of planned activities or routine times of the day to further extend children's understanding of mathematical concepts.

## What the setting needs to do to improve further

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

- strengthen children's awareness of mathematical concepts further
- revise sizes of group activities and build on staff's questioning skills to further support children's individual learning needs.

### Inspection activities

- The inspector observed the quality of teaching and activities.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability and qualifications, and relevant policies and procedures.
- The inspector took account of the views of parents during the inspection.
- The inspector sampled children's observation, planning and assessment records.

### Inspector

Soni Chana

## Inspection findings

### Effectiveness of the leadership and management is good

Staff fully understand their roles and responsibilities and work well together as a team. They efficiently implement all the requirements of the Early Years Foundation Stage and meet the needs of all children. The manager is qualified and committed to continually improving outcomes for children. For example, she evaluates practice through regular communication with parents, children, staff and other professionals. Thorough recruitment procedures are in place to provide a suitable team of staff. Staff receive regular training and ongoing supervision to contribute to continually improving the quality of their practice. Safeguarding is effective. Staff know about possible signs and symptoms that may cause concern for a child's welfare and know how to act if they have concerns about a child.

### Quality of teaching, learning and assessment is good

Children enjoy accessing a good range of resources and use these well as they develop good skills for the future. For example, children build with construction toys and move trains along a track, read books and act out role play scenarios. Staff observe and track children's progress and implement the necessary next steps. They gather detailed information from parents about what they know of their children's interests and progress. They also exchange ongoing developmental information regularly with parents. This helps them to plan effectively to support and extend children's learning experiences. Staff interact well with the children to support them in developing good language and communication skills.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time in the setting. Staff are supportive; children's key persons work effectively with children, parents and other staff. This aids children to feel safe and secure in the setting. Staff provide a wide range of experiences allowing children to further their learning and skills. All children, including those with additional needs, are well supported. For example, staff communicate effectively with local schools and outside agencies to share information about children's individual needs. Staff effectively help children to enjoy the nursery. For example, they offer coffee morning sessions for young children and family members to attend. Children have plenty of opportunities to gain fresh air and strengthen their physical skills. For example, they take part in regular outdoor play and music and movement sessions.

### Outcomes for children are good

Children make good progress in their development and are prepared effectively for their move to school. Children learn to make independent choices, for example, by taking the lead in play experiences and choosing their own healthy snack.

## Setting details

<b>Unique reference number</b>	127785
<b>Local authority</b>	Kent
<b>Inspection number</b>	825445
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Woodpeckers Nursery Committee
<b>Date of previous inspection</b>	10 May 2012
<b>Telephone number</b>	01227 831159

Woodpeckers Nursery School was registered in 1996. It operates from a single storey building in the grounds of Bridge and Patricbourne School, near Canterbury, Kent. Children have access to a secure outdoor play area. The nursery serves the local area and the surrounding towns. It opens Mondays to Thursdays from 8.45am to 3.15pm and on Fridays from 8.45am to 11.45am, during term time only. The nursery receives funding for the provision of free early education for children aged three and four years. There are seven staff working with the children, six of whom, including the manager, hold appropriate early years qualifications.

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