

Woodlands Nursery

Woodford Hall, Poplar Close, Ruislip, HA4 7BU



Inspection date	17 March 2016
Previous inspection date	10 June 2011

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

- The dedicated staff are positive role models. They teach children well and have high expectations. Children are eager to play and learn, and develop good social skills.
- Staff develop specific and individualised educational plans for children to help them make good progress in their learning. The committed special educational needs coordinator cascades information to staff to help them provide extremely good support for disabled children, those who have special educational needs, and those who are learning English as an additional language.
- Staff provide well-planned and exciting indoor and outdoor environments to promote children's all-round development.
- Children are happy and gain a strong sense of belonging, forming positive relationships with staff. Staff show genuine care and interest during their interactions with children.
- Management uses regular observations of teaching, together with supervisions, appraisals and training, to make effective improvements to staff practice.

It is not yet outstanding because:

- Staff do not gain comprehensive information from parents about what children know, understand and can do when they start, to inform planning from the outset.
- The management team has not implemented a fully effective system to track the progress that children make in groups, or across all of the educational programmes, to promote children's learning as well as possible.

What the setting needs to do to improve further

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

- increase the information gained from parents about children's skills and abilities on entry to the nursery
- strengthen the systems for monitoring the progress of groups of children, with particular regard to the programme for mathematical development, to identify where provision can be improved further to help children make the best progress possible.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, inside and outside.
- The inspector completed a joint observation with the owner/manager.
- The inspector spoke with the members of staff and children at appropriate times during the inspection, and held a meeting with the owner/manager.
- The inspector sampled various documents, including children's records, evidence of staff suitability to work with children, and a range of policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracey Dawson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have undertaken child protection training. The management team evaluates the quality of the provision to identify and target areas for improvement. The joint managers monitor staff performance and guide the professional development of the enthusiastic team, including through staff meetings. For example, staff shared information from recent training to adapt practice to help improve children's concentration skills. The staff and management use effective systems to monitor the progress of individual children to target most gaps in their learning. Parents speak highly about the experienced and well-qualified staff team.

Quality of teaching, learning and assessment is good

Staff understand how children learn and skilfully interact with them during play as children move freely between the learning environments. Staff promote children's communication and language skills effectively. For example, they give children time to talk, listen to them, and ask skilful questions to extend their thinking and language. Children initiate their play confidently using the wide range of good quality resources. For example, they eagerly build dens and play in the mud kitchen outside. Overall, most children develop good mathematical and literacy skills from a range of activities. For instance, they counted gold coins to put into a pot while celebrating St Patrick's day and enthusiastically practised letter sounds in small groups.

Personal development, behaviour and welfare are good

Staff provide an extremely welcoming environment. Children are very secure in the relationships they have with staff and benefit from excellent emotional support at all times. Staff act as good role models and provide clear and consistent guidance. For example, they gently remind children of the rules and use a clear signal to let them know when it is time to tidy up. Children behave well and learn to treat each other with respect. They develop an understanding of the wider world, such as learning about other people's backgrounds and celebrations. Children learn to be independent. For instance, they serve their own meals and choose their own activities. Staff have high expectations of all children and know where to seek additional support if required.

Outcomes for children are good

Overall, children make good progress in their learning. Disabled children, those who have special educational needs, and those for whom the setting receives additional funding, make rapid progress from their starting points. Children develop independence, such as through putting on their own shoes and coats, and making choices. Older children develop good early literacy skills; they become confident about the sounds that letters make and enjoy practising their early writing skills. Children gain good social skills.

Setting details

Unique reference number	139209
Local authority	Hillingdon
Inspection number	987771
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	60
Name of provider	Deborah Gumm & Carol Hrano Partnership
Date of previous inspection	10 June 2011
Telephone number	01895 622140

Woodlands Nursery registered in 1992. The nursery operates in the London Borough of Hillingdon. The nursery opens five days a week from 8am to 6pm, 51 weeks a year. The owners, who are joint managers, employ nine members of staff. All staff hold appropriate childcare qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years.

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