

Woodland Day Nursery

Church Walk, Bradwell, GREAT YARMOUTH, Norfolk, NR31 8QQ



Inspection date

16 March 2016

Previous inspection date

19 October 2011

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

- Children enjoy attending this welcoming and friendly nursery. Staff plan and organise rewarding activities which reflect children's differing needs, abilities and interests. Children eagerly join in and enjoy learning. Staff are enthusiastic and encouraging, ensuring that learning is fun, appropriately challenging and that children remain involved and persevere.
- Staff have a warm and caring rapport with children and recognise the uniqueness of each child. They monitor all children's learning effectively. Gaps in children's learning are quickly identified and targeted support is put into place, in partnership with other professionals and parents. This supports all children to reach their full potential.
- Staff build excellent working relationships with parents. Parents are encouraged to share in their children's learning and experiences in the nursery and to support their learning at home. They speak highly of the staff and the quality of the nursery provision.
- Staff work very closely with teachers from the on-site school. They work together to support children's move into school to help them succeed well in future learning.
- Staff work as a team to ensure their teaching and care practices are good. There is a strong drive for continuous improvement in children's learning experiences and in the provision as a whole.

It is not yet outstanding because:

- Staff supervision is not sharply focused enough on identifying aspects of teaching that can be further improved to raise the quality of teaching and learning to an exceptional standard.

What the setting needs to do to improve further

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

- build on the programme of professional development for staff and increase the potential to consistently deliver teaching of the very highest quality.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and the nominated provider.
- The inspector looked at relevant documentation, such as, the nursery's self-evaluation, records of children's learning and development, a selection of policies and procedures, and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff confidently demonstrate a secure understanding of how to keep children safe from harm. The management team has developed a robust set of policies which are implemented effectively to support their good practice. They strive to make improvements, actively seeking and acting on the views of parents, staff and other professionals. Managers work with staff to establish a programme of training to support their professional development. This ensures that the well-qualified team remain up to date and maintain good professional knowledge. Children's progress is closely monitored. Staff implement a learning programme to support individual children which has depth and breadth across all areas of learning. Staff regularly exchange information with other professionals in order to adopt a very consistent approach to supporting all children's learning.

Quality of teaching, learning and assessment is good

Staff have a sound knowledge of children's learning and developmental needs, as a result of their accurate assessments and frequent discussions with parents. They confidently plan for children's next steps in learning and work exceptionally well with parents so that they can continue with their children's learning at home. Planned topics, such as the life cycle of insects and plants, enhance children's learning further. Children's language and communication skills are promoted very well. Staff model language and help to extend children's vocabulary by introducing new words which children then use in their play. Children demonstrate a strong interest in technology, and concentrate for extended periods as they play games that match colours and shapes. Staff make learning fun as they enthusiastically join in children's play. They demonstrate and encourage, introducing counting and letter recognition as children make marks with chalk.

Personal development, behaviour and welfare are good

Children's well-being is an utmost priority in the nursery. The caring staff help children to feel emotionally secure. Staff praise children frequently and value their opinions. Children gain confidence and positive self-esteem. They enjoy showing staff and visitors what they have made because they know their efforts are valued and appreciated. Children demonstrate a strong sense of responsibility. They thoroughly enjoy being the helper and enthusiastically carry out tasks with staff, such as taking dinner money to the school office. Children form friendships and happily interact alongside each other as they use their imagination and learn to negotiate to keep play going. They readily share resources and show kindness and consideration for their friends. Children relish playing in the very well-resourced outdoor area. This is divided into sections to accommodate a variety of purposeful learning, such as investigation and physical development. They enjoy testing their physical skills as they climb and balance on equipment, learning to take some risks.

Outcomes for children are good

All children make good progress in relation to their starting points, including those in receipt of funding. Children enjoy good relationships, strong communication skills and are developing the attitudes and dispositions to be well prepared for school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY350474 |
| Local authority | Norfolk |
| Inspection number | 863331 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 3 - 5 |
| Total number of places | 26 |
| Number of children on roll | 49 |
| Name of provider | Woodlands Day Nursery Committee |
| Date of previous inspection | 19 October 2011 |
| Telephone number | 01493 660747 |

Woodlands Day Nursery was registered in 2007 and is run by an independent management committee. It operates from a purpose built unit at the Woodlands Primary Academy in Bradwell, Great Yarmouth. The nursery opens all year round, Monday to Friday from 8.30am to 5.30pm. There are seven members of staff who work directly with children. All the staff hold relevant childcare qualifications to level 2 or above. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

