

Woodlands Day Nursery

WOODLANDS NURSERY, Mill Lane, Woodhall Spa, LN10 6QZ



Inspection date	8 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager leads her staff well. Staff are ambitious and work well as a team.
- The manager accurately evaluates the quality of the provision. She encourages parents and children to contribute to this process to make sure that any areas that could benefit from improvement are swiftly identified and addressed. She works closely with senior staff to set a clear direction for consistent improvement.
- Staff are caring and attentive to what children say and do. They give children individual attention which helps to ensure that each child feels valued and special. This helps them to build strong bonds and secure emotional attachments, which supports children's well-being and self-confidence very effectively.
- Staff help children to become familiar with daily routines by singing songs. For example, they sing a song about washing hands so children know what they must do before handling food.
- Children behave well. They respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour. They share toys and take turns in their play, showing consideration for others' needs.
- Staff are enthusiastic and promote learning and development by following children's interests. They use detailed observations to identify next steps in learning and plan effectively to enable children to make good progress.

It is not yet outstanding because:

- Staff do not always give children enough support to help them learn to speak clearly.
- Staff do not provide enough opportunities for children to develop a strong sense of their local community and to learn about the people and services in it.

What the setting needs to do to improve further

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

- provide more consistent support for children to learn to pronounce words correctly and to practise speaking clearly
- help children develop a stronger understanding of their local community and to learn more about the people and services that support them.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and area manager. He looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the signs of abuse and what to do if they have concerns about a child in their care. Secure recruitment procedures and ongoing checks help ensure that suitable staff are employed and retained. The manager has detailed information about the progress individuals and groups of children make. She tracks children's development diligently to make sure they have their emerging needs met swiftly. Staff have regular opportunities to share good practice by making informal observations of colleagues' sessions. They value this opportunity to raise their teaching standards further. Supervision meetings with the manager help staff to review their professional development and identify their training needs. Parents are happy with the care and progress their children are making. They compliment staff on the positive impact they have on their children's development.

Quality of teaching, learning and assessment is good

Staff guide and extend children's learning successfully because they know the individual needs of children well. They keep a close check on what children can do and swiftly provide the support they need if they are not making expected progress. All children have good opportunities to explore and investigate through a mixture of child-initiated and adult-led activities. For example, during messy play toddlers excitedly discover hidden ice cubes as they search for arctic toy animals buried in shaving foam. They learn to use simple sentences to describe how things feel and are supported to explain why the ice melts, shrinks or changes shape as they hold it in their warm hands. Early mathematical skills are taught well. Children have a broad range of experiences to support the development of mathematical concepts and learn to count in everyday situations.

Personal development, behaviour and welfare are good

Staff plan the indoor and outdoor environment well so that it is interesting, challenging and attractive to children. They organise the space so that children make independent choices about where they play. Staff have consistent routines and children know what is expected of them. For example, at mealtimes children collect their place mats and select cutlery and drinks independently. Food choices are nutritious and children learn about healthy lifestyles. They have plenty of opportunity for fresh air and actively develop their coordination, control and movement skills during their play. Staff help children to develop a positive sense of themselves.

Outcomes for children are good

Children are happy and self-confident. They are developing a positive and enthusiastic attitude to learning. Children listen to instructions attentively. They carry out simple tasks around the nursery, such as helping to tidy up and keep the area safe. Children of all abilities, including children who have special educational needs or disability and children who receive funded education, make good progress. They are well prepared for their next steps in learning and, where appropriate, for starting school.

Setting details

Unique reference number	EY482142
Local authority	Lincolnshire
Inspection number	997561
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	1 - 4
Total number of places	36
Number of children on roll	31
Name of registered person	Heath Farm Day Nursery Ltd
Registered person unique reference number	RP529044
Date of previous inspection	Not applicable
Telephone number	01526354387

Woodlands Day Nursery was registered in 2014. The nursery employs eight childcare staff, all of whom hold a suitable childcare qualification at level 2 or 3. The nursery opens Monday to Friday all year round. Sessions are from 8am to 5.30pm. The nursery provides funded 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 2016

