

Woodlands Day Nursery

Bullkington Village Centre, School Road, Bullkington, Warwickshire, CV12 9JB



Inspection date	19 December 2016
Previous inspection date	25 February 2013

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

- Managers and staff are well qualified. Managers monitor staff's performance and regularly review children's progress, in order to focus on ways to raise attainment.
- Children play happily in the nurturing environment that staff provide. Staff are caring and attentive. They successfully help babies and children to settle in, grow in confidence and develop secure emotional attachments.
- Staff get to know children well and build an in-depth picture of their skills. They accurately assess their stages of development and identify next steps for their learning. They target aspects for focused support and use children's interests to successfully promote their good progress.
- Children are effectively supported as they move from one room to the next. Staff help them to be well prepared emotionally for transition, including when the time comes for them to move on to school.
- Managers identify strengths and areas for further development, in order to continue to drive the quality of provision and improve outcomes for children. For example, they are considering ways to further enhance the outside area to help children gain as much as possible from time they spend outdoors.

It is not yet outstanding because:

- When children first start attending, staff do not gather sufficiently detailed information from parents about their child's current skills, learning and development.
- Staff do not consistently promote children's deeper thinking skills.

What the setting needs to do to improve further

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

- seek more detailed information from parents initially about what children already know, understand and can do, in order to more accurately plan for their immediate learning needs
- support staff in recognising opportunities during activities and play to build on children's deeper thinking skills.

Inspection activities

- The inspector had a tour of the nursery with the manager. She 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 nursery manager. She discussed the nursery's self-evaluation with the manager and provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as 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. She spoke with the staff and children at appropriate times during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are secure in their knowledge and understand their roles and responsibilities in protecting children. Ongoing professional development is targeted to help staff in their roles and to extend their knowledge and understanding. For example, staff access training on how to support children's specific needs, including medical or special educational needs and disabilities. They engage with external agencies as needed. Partnerships with parents are good overall and staff promote a consistent approach to children's ongoing care and learning. Parents are encouraged to participate in the life of the nursery and are regularly invited to attend events, such as coffee mornings. Managers seek the views of parents and children about the quality of the provision and incorporate these into their own evaluations of the nursery.

Quality of teaching, learning and assessment is good

Staff foster babies' listening skills, encouraging them to pay attention to sounds in the environment. They skilfully pitch their language at babies' level, using single words and short phrases to build on their understanding and encourage their development of speech. All staff are responsive to children's interests and readily follow their lead. They encourage their make-believe play, such as hunting for imaginary dinosaurs outside. They follow this up by providing dinosaur figures and children enjoy pretending to be dinosaurs and chasing one another around the garden, roaring and laughing. Staff model counting and encourage children to count. They help children to develop their understanding of quantity, size and shape. They teach children about a range of festivals and celebrations and help them to understand similarities and differences between themselves and others.

Personal development, behaviour and welfare are good

Children behave well and learn to share and take turns. Staff encourage them to manage simple tasks independently, such as taking off and hanging up their own coats. Since the last inspection, managers have reviewed routines and found ways to build further on older children's independence skills. For example, pre-school children pour their own drinks, serve themselves at mealtimes and clear away their dishes when they have finished. Staff teach children about good hygiene practices, such as handwashing and brushing teeth. Children enjoy healthy snacks and nutritious meals. They have daily opportunities to be active and play outdoors, and babies are taken out in pushchairs for walks in the village.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. Their achievements are in line with typical expectations for their ages. They are well prepared for the next stage in their learning and for their eventual move on to school. Babies show curiosity as they explore their surroundings. They enjoy fitting one object into another and creating sounds by shaking and banging objects. Younger children learn to recognise and name shapes. They enjoy listening to stories and joining in with songs and rhymes. Older children play together cooperatively, throwing a ball for their friend to hit back with a racket. They link letters with sounds, identify sounds at the start of words and write recognisable letters and their own names.

Setting details

Unique reference number	EY316243
Local authority	Warwickshire
Inspection number	1064800
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	47
Number of children on roll	53
Name of registered person	Saleem Clegg
Registered person unique reference number	RP514450
Date of previous inspection	25 February 2013
Telephone number	02476 312121

Woodlands Day Nursery was registered in 2005. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 or 5. The nursery opens from Monday to Friday all year round apart from one week at Christmas. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and those who speak English as an additional language.

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