

# Woodpeckers Nursery

Melford Road, Sudbury, Suffolk, CO10 1XT



<b>Inspection date</b>	12 January 2017
Previous inspection date	30 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 and babies are happy and confident. They develop warm bonds with their key person. This helps them feel settled, secure and ready to learn. Children make good progress and develop the skills they need for future learning.
- Teaching is good. Staff skilfully interact with children to extend and challenge their play and learning, meaning that all children are developing their communication and language skills.
- Partnership working is good. A two-way flow of information is shared with parents, other providers and relevant professionals. Children benefit from good continuity in their care and learning between all those involved in their lives.
- The management team is dedicated, enthusiastic and reflective. They are committed to providing good quality childcare. The team regularly reflects on practice and identifies areas for improvement. They take comments from parents and staff into account, in order to continually move forward with their practice.
- 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.

### It is not yet outstanding because:

- Although the manager has introduced a system for tracking children's progress, this is not yet refined enough to inform more rigorous analysis of the impact of teaching and intervention on different groups of children.
- Staff have not given the same consideration to thoughtful planning of the outdoor environment as they do for indoor activities. Children who prefer to learn outdoors do not always benefit from the same level of stimulating experiences.

## What the setting needs to do to improve further

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

- refine the tracking of children's progress, in order to inform more rigorous analysis of the impact of teaching and intervention on different groups of children
- implement existing plans to extend the range of outdoor learning experiences, in order to take children's learning to the highest level.

### 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 carried out a joint observation with the provider.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding is given a high priority throughout the nursery. Staff are vigilant and know what to do if they have a concern about a child's welfare. There is a range of appropriate policies and procedures in place, this is regularly shared with parents. Adult-to-child ratios are effectively maintained and children are well supervised throughout the nursery. The management team has high expectations of staff and arrangements for supervision are good. They monitor the educational programmes and they have recently introduced a new assessment system, in order to improve the accuracy of children's assessments even further. Effective partnerships with parents and other professionals help to provide a consistent approach to children's care and learning.

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

Teaching is good. Staff provide children with a range of challenging and enjoyable learning experiences. They are on hand to support children's learning, for example, staff skilfully support children as they use the resources and sticks they have collected outside to make a pretend camp fire. They talk to children about the colours they use as they paint their sticks. 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. Staff have a good knowledge of their key children and are confident to talk about their development. They plan activities to support the children's interests well.

### Personal development, behaviour and welfare are good

Children are happy. They thrive in the calm and welcoming environment. The key-person system is effective. Staff take time to get to know children and their families. Home routines are followed to help promote the emotional well-being of babies. The close working of the team and friendly approach of staff help parents to feel included in supporting children to settle into the nursery. Behaviour is very good because all staff are positive role models. Their calm approach ensures that children feel highly valued. Children have very good opportunities to learn about the importance of healthy lifestyles. They talk about the food that is good for them at mealtimes. Staff also ensure children adopt good hygiene routines, such as washing their hands before meals or after using the toilet.

### Outcomes for children are good

Children benefit from a wealth of opportunities that supports their all-round development. All children, including those in receipt of additional funding, make good progress from their starting points. Children are curious and imaginative as they observe, explore and discover the range of opportunities available to them. Staff build children's confidence and self-esteem by allowing them the time to explore and decide for themselves when they are ready to join in with an activity. They are developing good independence and key skills, helping prepare them well for their next steps in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	251810
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1063820
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Woodpeckers Nursery Ltd
<b>Registered person unique reference number</b>	RP519125
<b>Date of previous inspection</b>	30 August 2013
<b>Telephone number</b>	01787 377707

Woodpeckers Nursery was registered in 2001. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including three with early years professional status or qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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