

Woodlands Day Nursery

Carr Lane, Chorley, PR7 3JU



Inspection date

Previous inspection date

19 January 2017

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 quality of teaching is consistently good and at times better than good. Staff are good role models for children. They regularly and accurately assess children's learning and plan an effective learning environment, in which children flourish. Children make good progress in their learning.
- Managers and staff create a warm, friendly environment, where children develop emotional security, confidence and independence.
- Staff build strong relationships with staff in the local schools, including the school on site. Collaborative working and visits by Reception teachers help to prepare children as they move on to school.
- Parents think highly of the nursery. They value the time managers and staff take to find out about their child. Staff work together to help settle children quickly in the nursery.
- Children are eager to explore and learn. They are developing good communication skills, relish being active outdoors and behave well.

It is not yet outstanding because:

- At times, staff are not highly effective in helping younger children to develop their growing independence and skills at mealtimes and particularly when learning to use a knife and fork.
- The monitoring of the quality of practice and the impact this has on children's learning is not rigorous enough to help drive the overall quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- enhance how staff support younger children to develop their growing independence and skills at mealtimes
- enhance the monitoring of the quality and impact of practice and use the information gained to drive the quality of teaching to an even higher 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider who is also the nursery manager.
- The inspector held a meeting with the nursery manager/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

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding training is given high priority. Staff knowledge of child protection issues and local procedures is strong. Full risk assessments are in place and implemented well by staff. Arrangements for staff professional development and support are good. Staff reflect on their practice and children's progress is analysed, helping to target further ways to support individual and groups of children. Staff have good opportunities to attend relevant training events to extend their knowledge and skills. They work well as a team. They work closely with parents and other professionals to help improve outcomes for all children, including children who have special educational needs and disabilities.

Quality of teaching, learning and assessment is good

Children are developing good communication skills. Staff talk naturally to babies, give eye contact and talk about what they are doing. Older children have good opportunities to talk in small groups. Staff read stories and sing songs to children with enthusiasm, motivating children to listen. Some story sessions are particularly inspiring. Children and staff match actions to parts of the story, helping children to understand and listen intently. They pause at appropriate times to ask a question in a way that does not interrupt the flow of the story. All children are developing good listening skills. Staff remind children consistently how to sit and use their, 'Listening ears'. High-quality resources and a well-planned environment help older children use and enjoy technology. Children demonstrate good problem solving skills as they match figures and numbers on an interactive board. Staff support children's literacy skills well. They focus well on developing children's understanding of letters and sounds and plan activities that encourage children to use pens and small tools. This helps children to gain key skills in readiness for school.

Personal development, behaviour and welfare are good

Staff use a wide range of effective ways to help support children's physical, personal and social skills. Staff naturally use babies' names when talking. Older children learn the names of others in cooperative games. This helps to create a friendly environment in which children feel valued and welcome. Staff encourage children to take safe risks to help develop their understanding of how to stay safe. Children share responsibility for serving their meals and helping to tidy resources away. Displays, pictures, songs and staff support, help children to understand and follow the routines of the day. Children learn about their local community and the wider world during planned activities. They acknowledge different charity events and take part in local festivals. This helps children to learn about the needs and interests of others.

Outcomes for children are good

Children are happy in the nursery and make good progress given their individual starting points. They are inquisitive, play cooperatively and have good levels of self-esteem. They are eager to test their developing physical skills and talk and share their ideas with confidence. They develop imaginative games with staff and other children.

Setting details

Unique reference number	EY497068
Local authority	Lancashire
Inspection number	1034273
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	0 - 8
Total number of places	42
Number of children on roll	84
Name of registered person	Rainbow Day Nursery Golborne Limited
Registered person unique reference number	RP900818
Date of previous inspection	Not applicable
Telephone number	01257 367338

Woodlands Day Nursery was registered in 2015. It is one of four nurseries run by Rainbow Day Nursery Golborne Limited. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and one holds a qualification at level 5. The nursery opens from Monday to Friday, except for bank holidays and one week at Christmas. Sessions are from 7am until 6pm. The nursery 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 2016

