

# Woodlings Nursery

Scout Headquarters, Rear of 10 Macclesfield Old Road, BUXTON, Derbyshire, SK17 6UB



<b>Inspection date</b>	21 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not make good use of the information from their observations of children or information gathered from parents on entry to the nursery. As a result, the assessment of and planning for children's development is not precise enough to help them make consistently good progress.
- The system for monitoring children's progress is not robust enough to identify gaps in children's learning quickly.
- While the leadership team has a clear vision for the future of the nursery, they have not developed an effective system for ensuring areas identified as needing improvement are acted upon.

### It has the following strengths

- Children's emotional well-being is promoted well. Strong key-person relationships ensure that children are developing secure emotional attachments. Staff are responsive to children's needs and provide them with a caring and nurturing environment.
- Staff ensure that children are kept safe and protected from harm. They have a good understanding of child protection issues and their knowledge is kept up to date.
- Parents and carers are warmly welcomed. Staff place a good emphasis on sharing information daily and keeping them up to date about their child's day.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve assessment arrangements so that gaps in children's learning are identified and addressed as promptly as possible	30/05/2017
■ improve the use of observation and assessment to inform the planning of activities so they focus sharply on helping children to achieve the next steps in their learning and make consistently good progress.	30/05/2017

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

- address areas of weakness in the provision swiftly, in order to more successfully drive improvement and achieve the high standards the leadership team aspire to.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as policies and procedures, 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

Lynsey Hurst

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The leadership team understands what improvements need to be made, in order to improve the quality of the nursery. However, as yet they have not prioritised addressing these areas of weakness effectively enough to ensure statutory requirements are met. Safeguarding is effective. A good range of policies and procedures supports staff in ensuring children are kept safe and protected from harm. Staff deploy themselves well and supervise children closely. Staff are provided with opportunities to talk about safeguarding issues and to discuss children's learning and development as part of supervision arrangements.

### **Quality of teaching, learning and assessment requires improvement**

Information is gathered from parents on entry to the nursery to determine children's prior learning, skills and abilities. However, this information is not used effectively to inform the assessments of the starting points for children's learning. This means that children are not consistently provided with learning opportunities that build upon their skills from the start. Ongoing assessments of children's development are not completed regularly enough to accurately monitor children's progress. Some staff do use a good range of questioning skills to challenge children's problem-solving skills. For example, when children build a train track and it doesn't fit together properly, staff ask open-ended questions to get them to understand what is wrong. They encourage the children to count the pieces on each side to see if they are the same. Children work together and respond to questions to find the solution. Staff use clear language and signs to support children's language development and understanding.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in assessment and planning mean that children are not supported well enough to make consistently good progress in their personal development. However, children are happy in the nursery. Staff do provide a warm, caring and nurturing environment where children develop secure attachments and close friendships. Children steadily develop their independence and self-confidence. They behave appropriately and are considerate of the needs of others. Staff are good role models in helping children to learn how to keep themselves healthy. Children in the pre-school room are encouraged to serve themselves snacks and to pour drinks. Regular access to the outdoor learning environment provides children with fresh air and exercise.

### **Outcomes for children require improvement**

Overall, children are not supported well enough to make consistently good progress in their learning and development. However, they do steadily acquire some skills in preparation for the move on to school when the time comes. Children make their own choices and have opportunities to develop early literacy and mathematical skills. Children share, take turns and develop friendships.

## Setting details

<b>Unique reference number</b>	EY490249
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1026197
<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 - 11
<b>Total number of places</b>	36
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Woodlings Nursery Partnership
<b>Registered person unique reference number</b>	RP902719
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07517965570

Woodlings Nursery was registered in 2015. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with a level 6 qualification. 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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