

# Woodlands Day Nursery

1 Park Road, Birstall, Leicester, Leicestershire, LE4 3AX



## Inspection date

13 July 2017

Previous inspection date

2 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 working with children under the age of two years, do not consistently use observation and assessment to plan challenging activities. Some staff do not promote young children's next steps in learning or encourage them to be creative. This does not help young children to make good progress in their learning.
- Some children under the age of two years are not prepared well enough for a change in an activity or routine. At times, children of this age are left unoccupied while waiting for their turn to have lunch. This does not promote their well-being or ensure they are engaged in their learning well enough.
- At times, the way the staff and routines are organised means that some key persons are not available to help children under the age of two years to settle into the nursery. Therefore, this group of children are not consistently enjoying the close emotional attachment to their key person.

### It has the following strengths

- Staff work well with parents and other professionals to make sure children who have special educational needs and/or disabilities receive the help they need to make good progress in their learning and development.
- Staff are particularly skilful at helping older children to think for themselves, to set their own targets, make predictions and to have a go.
- Leaders and managers provide lots of support, coaching and training for staff. They have high expectations of teaching and set targets to improve outcomes for children.

## What the setting needs to do to improve further

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

	Due Date
■ plan challenging and creative activities for all young children and make sure all staff know and promote young children's next steps in learning	20/08/2017
■ prepare young children better for changes to the routine and provide them with purposeful play at routine times, such as lunchtime.	20/08/2017

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

- organise the deployment of staff and routines better, so that key persons have the time and opportunity to help all young children develop a close emotional attachment and to settle well into the nursery.

## 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 one of the managers.
- The inspector held meetings with the provider and managers. She looked at relevant documentation and evidence of the suitability of staff and the suitability of the premises.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

## Inspector

Dianne Adams

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Since the last inspection, good quality teaching and learning has not been maintained throughout the nursery. That said, the nursery has recently undergone considerable changes. Newly appointed leaders and managers demonstrate a clear commitment to achieving good quality teaching and learning for all children. The nursery is being refurbished to give all children larger and better organised areas in which to play. Safeguarding arrangements are effective. Leaders and managers complete robust risk assessments to make sure the premises are safe. All visitors to the nursery are supervised well and adhere to the nursery's mobile phone policy. Leaders carry out robust checks on builders working on site to make sure they are suitable to have contact with children. All staff have a strong knowledge of child protection issues. They know what action to take to keep children safe and to protect them from harm.

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

Staff are well qualified. They observe children at play and talk to parents to find out what children like to do. Some staff use the information gained well to plan activities that reflect children's interests. Younger children enjoy using their senses to explore the wide range of play resources. However, staff do not always encourage them to explore different materials. They do not always plan activities that challenge young children to achieve their next steps in learning. In contrast, staff help children aged over two years, to make very good progress in their learning. They encourage them to be independent and to make lots of decisions in their play.

### Personal development, behaviour and welfare require improvement

Children's emotional well-being is not fully promoted. At times, younger children settling into the nursery are not provided with the reassurance they need from their key person. Some young children are not prepared well for the next activity, such as tidy-up time. They are not engaged in play while waiting to eat their lunch. All children behave well. They enjoy lots of praise for their achievements and for good listening. Children follow instructions to keep themselves and others safe. They safely cross the car park to play in the garden. While outdoors, children have lots of fun running around and being active. They cooperate and negotiate well with each other as they play hide and seek. Children's health is promoted well. They sleep soundly on appropriate mats or in cots.

### Outcomes for children require improvement

Some young children are not prepared well for the next stage in their learning. That said, older children are developing the skills needed for school very well. They practise their early writing skills as they make marks on paper, using brushes and paint. Older children think for themselves as they consider what will happen next as the colours are mixed. They enjoy exploring numbers, sounds and letters and reading books. All children are confident talkers, including children who speak English as an additional language. They use language well to share their thoughts and ideas and to engage with others.

## Setting details

<b>Unique reference number</b>	EY235804
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1108237
<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>	73
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Woodlands Day Nursery Ltd
<b>Registered person unique reference number</b>	RP520781
<b>Date of previous inspection</b>	2 May 2014
<b>Telephone number</b>	0116 2675427

Woodlands Day Nursery registered in 2002. The nursery employs 24 members of childcare staff, including the managers. Of these, three hold appropriate early years qualifications at level 6, one holds a qualification at level 4, 17 hold qualifications at level 3 and one holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm.

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