

# Woodpecker Nursery

Woodpecker Nursery, Woodfield House, Tangmere Road, Tangmere, Chichester,  
West Sussex, PO20 2EU



## Inspection date

Previous inspection date

19 December 2017

23 March 2015

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 in the pre-school room do not consistently support children's understanding of what is and is not acceptable behaviour and how to keep themselves safe. This potentially puts themselves and other children at risk.
- Leaders do not effectively monitor and support staff to address weaknesses in the pre-school and raise the quality of practice to a consistently good level.
- The effectiveness of the learning environments for children is variable. For example, staff do not always provide pre-school children with a good environment for learning. At times, children disrupt each other and get distracted, which impacts on their learning.
- Self-evaluation is not used effectively to identify and address key areas to improve.

### It has the following strengths

- Partnerships with parents are effective. Staff keep parents fully up to date with their children's development. They work together closely to share children's achievements and plan for their next steps in learning.
- Staff are caring and build positive relationships with children. They get to know them well and children feel happy, settled and secure. For example, babies enjoy cuddles with staff and older children proudly show staff what they make throughout the day.
- Leaders and staff closely monitor the development of specific groups, such as boys and girls. They offer further support where needed, such as improving boys' interest in literacy and developing skills.

## 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>
■ ensure that staff in the pre-school room understand how to support children's behaviour effectively and how to manage children's safety appropriately at all times	30/01/2018
■ improve the systems for monitoring staff to provide further support, coaching and training to help raise the quality of staff practice in the pre-school to a consistently good level	30/01/2018
■ improve staff management of the pre-school learning environment to ensure children are not disrupted and distracted in their learning to help them make the best progress.	30/01/2018

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

- make effective use of self-evaluation to identify and address weaknesses in staff practice.

## Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with leaders, staff and children.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

## Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Overall, leaders offer support and coaching to the well-qualified staff, through individual meetings and further training. After recent training, staff have improved their understanding of how to support children's communication skills. However, leaders have not sufficiently identified and acted on the weaknesses in practice in the pre-school room. This has an impact on children's learning and behaviour. Although self-evaluation is not fully effective in supporting consistently good outcomes and experiences, leaders do include the views of staff and parents. They have made some positive changes to the nursery and have improved the outdoor area. For example, staff have introduced more opportunities for children to explore challenging physical activities and resources. Safeguarding is effective. Leaders and staff have a secure understanding of child protection issues and know how to report any concerns about a child's welfare.

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

Staff regularly observe children's learning and assess their development closely. They plan effectively to support children's development needs. For example, children enjoyed making peppermint creams. They carefully prepared the ingredients and moulded their mixture skilfully. However, at times, staff do not manage the pre-school environment well and children become disruptive. For example, while staff read a story, children talk over them, turn around and distract others from listening. Staff effectively encourage babies to explore using their senses. They happily explore 'sensory bottles', watching them closely as the liquid moves and colours change. Staff support children's communication skills well. For instance, they encourage plenty of interesting conversations with older children and use simple language to describe what babies see and do.

### Personal development, behaviour and welfare require improvement

Staff support children's understanding of the importance of healthy lifestyles well. Children enjoy balanced and nutritious home-cooked meals, and plenty of exercise outdoors. They enthusiastically join in with active games, such as 'What's the time Mr Wolf', and show secure balance and coordination as they walk along balance beams. Staff do not effectively support all children's good behaviour, understanding of safety and how their actions can affect others. For example, children crowd around a computer to watch what is going on and jostle others out of the way. One child stands on a chair to get a better look and staff do not talk to them about how this could be dangerous. Young children happily share out spoons as they explore flour and develop positive social skills.

### Outcomes for children require improvement

Although children are generally well prepared for school, due to the variable quality of their learning experiences, pre-school children are not fully supported to achieve their full potential. Despite this, young children communicate well and are curious about the world. They have secure physical skills and enjoy creative activities. Older children recognise letters and the sounds they represent. They count well and compare shapes and sizes confidently.

## Setting details

<b>Unique reference number</b>	EY314720
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1092476
<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 - 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Woodpecker Woodfield Limited
<b>Registered person unique reference number</b>	RP525848
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01243 839905

Woodpecker Nursery registered in 2005 and is located in Chichester, West Sussex. It is open weekdays from 7.45am until 6pm all through the year, except for bank holidays and between Christmas and the New Year. There are 12 staff, 10 of whom hold appropriate qualifications ranging from level 3 to level 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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