

# Woodlands Day Nursery

Weber Road, 106 Greenham Business Park, Greenham, Thatcham,  
Berkshire RG19 6HW



<b>Inspection date</b>	8 August 2018
Previous inspection date	21 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision is inadequate

- Leaders have insufficient knowledge of safeguarding matters. They fail to act on information that may indicate a child is at risk of harm. They do not maintain robust records or share information with other agencies in a timely way to ensure children's safety. The provider has failed to inform Ofsted of a significant event, as required.
- Leaders do not monitor staff performance effectively and do not carry out staff supervisions. They fail to provide effective coaching and training to help staff improve the quality of their teaching. Staff do not consistently promote good outcomes for all children.
- Teaching in the toddler age range does not effectively meet the needs of all the children, particularly in areas such as communication and language. Leaders fail to effectively monitor the educational programmes and do not successfully identify where some groups of children make slower rates of progress.

### It has the following strengths

- Staff promote successful outcomes for children in the pre-school room. Older children gain a wide range of skills and are well prepared for their eventual move on to school.
- Staff caring for babies are attentive to their needs. Young children develop strong and nurturing relationships with kind staff who support their emotional well-being effectively.

## What the setting needs to do to improve further

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

	Due date
ensure that the designated lead person for safeguarding has a secure knowledge of all safeguarding matters, including how to identify, understand and respond in a timely way to all signs of possible concerns effectively; and is able to provide appropriate support, advice and guidance to staff about any issues that place children's welfare at risk	03/09/2018
maintain records and share information effectively with other professionals working with children, including social services and Ofsted, as appropriate, to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met	03/09/2018
improve knowledge of significant events that need to be notified to Ofsted	03/09/2018
implement arrangements for staff supervision, including senior leaders and ensure these are effective in providing support, coaching and training, and enable staff to discuss any issues, particularly relating to children's development or any child protection concerns	03/09/2018
monitor the educational programmes and quality of teaching effectively to identify and target weaker aspects of children's learning, including areas where children may be slow to develop key skills, so they are supported to catch up	29/09/2018
plan challenging and enjoyable experiences that take full account of each child's individual needs, interests and stage of development to promote good progress in their learning, particularly in communication and language.	29/09/2018

### Inspection activities

- The inspectors observed children's play during indoor and outdoor activities.
- The inspectors discussed children's progress with staff. They looked at a sample of documentation including staff suitability checks and accident and incident records.
- The inspectors spoke with the staff, children and parents at appropriate times during the inspection. They held a meeting with the leadership team, which included the provider.
- An inspector conducted a joint observation of an activity in the pre-school room.

**Inspectors**

Melissa Cox

Gillian Herring

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The designated leads for safeguarding do not act on signs that children are at risk of harm due to their poor understanding. They fail to maintain robust records or make timely referrals to ensure the welfare of children. Despite leader's failure to act on concerns, staff do show a suitable understanding of signs that may indicate a child is at risk. Staff are clear on what they would do if they note a concern about the behaviour of another adult. The provider, who is the lead for recruitment, follows suitable procedures that ensure staff's initial suitability when they join the nursery. However, leaders have a weak understanding of the procedure to follow when issues arise that relate to staff's ongoing suitability to work with children. For example, they do not follow the local safeguarding children board procedure or their own policy when they become aware of information that may affect the ongoing suitability of an adult working on the premises. In addition, they fail to notify Ofsted and the local authority designated officer, as required. Leaders do not sufficiently monitor staff performance through effective supervision. For example, they were unaware that some staff had not completed online safeguarding training as per their training plan. In addition, they have not sufficiently addressed weaknesses in staff practice, such as staff's failure to maintain an accurate record of attendance, despite being aware that this is a reoccurring problem. They also fail to check that staff complete robust records to support children's safety and welfare, such as details of injuries that children sustain at home. However, leaders took immediate action on the day of the inspection to address this. Despite weak leadership, some staff use their qualifications and/or experience effectively to improve outcomes for children. For example, staff in the pre-school room use their passion for outdoor play to create exciting play opportunities that enhance learning outcomes particularly for older boys. However, across the nursery, leaders do not successfully check for any differences in children's learning or to ensure that all groups make equal progress. Self-evaluation is not effective. Plans for future development are not sufficiently focused on key weaknesses in the provision. Staff have been slow to address the recommendations set at the last inspection. Parents and carers communicate their satisfaction with the nursery and feel their children have settled well.

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

Leaders failure to provide coaching and support for staff has resulted in weaker teaching, especially in the toddler age ranges. Staff do not model language well or engage in meaningful conversations with the children to develop and extend their language. Educational programmes to support children's communication skills in this age range have not been well implemented by staff who show a poor understanding of their lead role. Children do however, enjoy their time playing and exploring, despite a lack of challenge for their learning. They dig in the sand and kick balls around the garden. Older toddlers enjoy riding bikes outside and splashing in the water. Pre-school children benefit from secure teaching. They are given good opportunities to build on what they already know and can do. Staff use children's current interests and their secure knowledge of what children need to learn next to successfully motivate them to learn. For example, staff help children to develop their confidence in using a range of tools as children make colourful snakes for their jungle themed project.

### **Personal development, behaviour and welfare are inadequate**

Staff's weak safeguarding knowledge compromises children's welfare and safety. They do not swiftly refer on information to local agencies placing children at risk of harm. Staff do however show kindness in their interactions with all children. They sensitively help children to manage their feelings and behaviour according to their age. Children behave well and follow simple group rules. They enjoy opportunities for outdoor play and exploration. For example, older children dig intently in the raised growing beds searching for dinosaur fossils. Staff meet children's additional dietary needs well and children enjoy a wide range of healthy meal options.

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

Weaknesses in the overall quality of teaching mean that younger children are not consistently supported to reach their full potential. Some children do not develop their language skills effectively and are falling behind in their speaking. They are distracted easily and find it hard to engage in the activities on offer. Pre-school children show improved levels of motivation and are eager to join in activities. They show good concentration and persevere at difficult tasks. They learn that numbers have value and complete simple calculations. Babies develop their confidence in their newly developed play space, where they tentatively make attempts at taking their first steps. All children show good levels of independence in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY349271
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10060451
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Woodlands Childcare Limited
<b>Registered person unique reference number</b>	RP904185
<b>Date of previous inspection</b>	21 July 2015
<b>Telephone number</b>	01635 33626

Woodlands Day Nursery registered in 2006. It opens Monday to Friday, between 8am and 6pm, 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged three and four. A total of 30 staff are employed in the nursery. Of these, 26 staff hold relevant childcare qualifications at level 3 and above, including two staff who hold qualified teacher status.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

