

# Woodside Children's Nursery

Woodside Childrens Nursery Ltd, 2-4 Hazel Grove, SLEAFORD,  
Lincolnshire NG34 8BG



<b>Inspection date</b>	8 October 2018
Previous inspection date	26 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Most staff hold relevant childcare qualifications. They demonstrate good teaching skills, supervise children well and maintain appropriate staff-to-child ratios. The manager has effective measures in place to check staff's ongoing suitability to work with children. This helps to keep children safe.
- Partnerships with parents are good. Parents access information about their children's learning on an electronic system and staff offer suggestions about how they can continue to support their children's learning at home.
- Staff complete risk assessments of the environment indoors and outdoors prior to children accessing these areas. Identified hazards are removed to help promote children's safety.
- Children arrive happy and are keen to join the good range of activities offered. They make good progress in their learning and development. Children demonstrate that they feel safe and are emotionally secure.
- Staff encourage children to develop the use of their senses. They model smelling and feeling different herbs in the garden, and learn about which herbs go with certain foods.
- The manager evaluates the provision well. She gathers parents' views and takes on board their comments. Recent changes to the outdoor environment provide children with more opportunities to develop their literacy and mathematical skills.

### It is not yet outstanding because:

- Staff do not always offer the best possible support for the youngest children who speak English as an additional language to develop their communication with others.
- At times, staff do not make the most of all opportunities to maintain older children's attention and to extend and build on their learning even more.

## What the setting needs to do to improve further

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

- provide even better support for the youngest children who speak English as an additional language to develop their communication with others
- help staff to improve their teaching so that they consistently maintain older children's attention and extend their learning to help raise outcomes for these children to the highest 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 joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and administrative assistant. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

#### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

The manager supports staff well in their roles through, for example, supervision meetings. Training opportunities are provided for staff in-house and through attending training courses. Recent support offered to staff relating to how to use technology has increased children's interest and understanding of how to use this equipment. The manager works well with other professionals to support children who have special educational needs and/or disabilities. She works closely with other agencies to promote children's safety. Safeguarding is effective. Staff know their responsibilities to keep children safe. Staff supervise children well and regularly count the number of children present when they move with them around the nursery. Older children learn to safely climb up and down the stairs under the direct supervision of staff.

### Quality of teaching, learning and assessment is good

Staff effectively observe and monitor children's progress. They use this to precisely plan for what children need to learn next. Staff read children stories and effectively use toys to help children to follow the story, encouraging them to develop their literacy skills. Staff ask children a good range of questions to help them recognise parts of their body. Outdoors, staff provide opportunities for children to develop their mathematical skills. They model counting five objects. Children copy and count to seven independently. Staff support children's communication and language skills well. Older children confidently talk about their interests in front of a small group. Staff repeat some words back to these children so that they hear the correct pronunciation of words. This is particularly effective for children who have special educational needs and/or disabilities as it helps to develop their speaking skills.

### Personal development, behaviour and welfare are good

Children enjoy spending time with staff and demonstrate that they have good relationship with them. Younger children go to staff for comfort and support when needed. Staff find out about younger children's care routines from parents and follow these closely in the nursery. Children behave well. Staff praise children for positive behaviour, such as sitting down at snack time. They use a soft toy they call 'worry monster' that children hold to help them to relax if they struggle to manage their emotions. Outdoors, children enjoy being physically active. They ride on tricycles and manoeuvre themselves forwards and backwards. Children know the routine of the day. When staff ring a bell, children help to tidy away toys. They work together to carry boxes, showing good social skills.

### Outcomes for children are good

Children make good progress and are engaged in learning. Younger children enjoy exploring different textures. They play with pasta and transport this into saucepans, showing good hand-to-eye coordination. Children demonstrate their independence when they take care of their belongings after they play outside. They put pegs on their shoes to keep them together. Older children play imaginatively. They sing happy birthday to staff and pretend to make them a lemon cake. Children develop key skills for their future learning.

## Setting details

<b>Unique reference number</b>	EY299627
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10080619
<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>	
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Woodside Childrens Nursery Ltd
<b>Registered person unique reference number</b>	RP527655
<b>Date of previous inspection</b>	26 October 2016
<b>Telephone number</b>	01529 307500

Woodside Children's Nursery registered in 2005. The nursery employs 12 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds level 4 and two hold level 5. The nursery opens Monday to Friday all year round, except for a week at Christmas and on bank holidays. Sessions are from 7am until 6pm and include a breakfast and after-school club. The nursery provides funded early education for two-, three- and four-year-old children.

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