

# Woodlands Nursery and Preschool



Woodlands Nursery & Preschool, 334 Minster Road, Minster on Sea,  
SHEERNESS, Kent ME12 3PE

<b>Inspection date</b>	30 October 2018
Previous inspection date	14 January 2016

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

## Summary of key findings for parents

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

- Staff do not clearly detail what action has been taken to protect children when they have identified potential concerns about their welfare.
- Some of the staff lack a good awareness of the nursery's safeguarding policy and procedures.
- On occasion, children lack opportunities to investigate and use technology for different purposes to broaden their understanding of the world.

### It has the following strengths

- Staff are energetic and enthusiastic teachers who maximise children's learning in purposeful and stimulating ways, indoors and outside in the garden.
- Staff are reflective as a team and demonstrate a strong drive to raise standards in their teaching and care of the children.
- Children who have special educational needs (SEN) benefit from good teaching support and through effective partnership working with external agencies. As a result, children make good progress in their development.

## 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 the records maintained of child protection concerns and existing injuries include details of the action taken to safeguard children	30/11/2018
ensure that all staff have a thorough understanding of the nursery's safeguarding policy and procedures.	30/11/2018

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

- extend opportunities for children to select and use technology for different purposes to understand more about the world around them.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning indoors and outdoors.
- The inspector sampled a range of documentation, including records of the progress that children have made, staff records and policies and procedures.
- The inspector talked to a parent who was available on the day of the inspection and took account of their views.
- The inspector carried out a joint observation with the deputy manager and another with the manager.
- The inspector held discussions with the manager and staff throughout the inspection.

### Inspector

Lisa Watson

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff make sure the environment is safe and suitable through good risk assessment. They are alert to child protection concerns and share this information appropriately with the designated safeguarding lead. However, staff do not clearly show what action they take when they identify an issue. As a result, it is not always clear how the staff have protected a child. In addition, some staff are not confident about the nursery's safeguarding procedures. This affects how effectively they protect children. Some staff have gained higher-level qualifications and confidently use the knowledge and skills gained to provide a challenging and broad curriculum for all children. Partnerships with parents are good. The recent introduction of a new system for monitoring children's progress is enabling parents to be more purposefully involved in their children's early education.

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

Staff make regular and accurate assessments of children's all-round development and effectively plan for the next steps in their learning. Parents can easily access this information so they know what their child is achieving. Children greatly benefit from moving freely around the nursery so they can lead their own learning through play. The outdoor learning environment is an asset to children's learning experiences. For example, children spend extended periods painting and using tools purposefully in the mud kitchen. Children's imaginations come alive during story times due to highly skilled and enthusiastic teaching and very good use of props. As a result, children develop strong literacy skills. For example, children sit reading aloud to others, recalling key phrases in the book about 'huffing and puffing' while others build houses linked to the story using bricks and sticks.

### Personal development, behaviour and welfare require improvement

Children and staff have close bonds and every child receives caring attention to support their emotional well-being. Children learn how to keep safe through their daily activities, for instance, as they hammer plastic pegs into a pumpkin. However, weaknesses in safeguarding practices have a negative impact on the children's welfare. Children benefit from nutritious food, prepared on site, to help them keep healthy. Babies receive attentive support and develop confident personal and social skills. For example, they sit together to eat and learn to feed themselves. Throughout the nursery children behave very well. The youngest children begin to learn empathy and grasp concepts such as sharing through gentle reminders from staff.

### Outcomes for children are good

Children make at least typical progress from their starting points. Some children make better progress in different areas of learning, including mathematics, because of the strong teaching. Babies receive good support, for instance, as they practise building a small tower of bricks. The role-play area is well resourced, enabling children to play imaginatively and enhance their language skills. Staff with lead responsibilities for supporting children who have SEN skilfully fulfil their roles. As a result, children who may be at risk of being disadvantaged make good progress.

## Setting details

<b>Unique reference number</b>	EY418823
<b>Local authority</b>	Kent
<b>Inspection number</b>	10079058
<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>	42
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Sarah Ives and Andrea Yates Partnership
<b>Registered person unique reference number</b>	RP530233
<b>Date of previous inspection</b>	14 January 2016
<b>Telephone number</b>	01795875849

Woodlands Nursery and Preschool registered in 2010. It is located in Minster-on-Sea, Kent. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are 21 members of staff; of whom, 17 hold appropriate early years childcare qualifications. The manager and two other members of staff are qualified at degree level. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

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