

Woodpecker Nursery

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



Inspection date	31 October 2018
Previous inspection date	19 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Leaders are ambitious. The new management structure has had a positive influence on staff who are less experienced. Since the last inspection, the management team has identified areas to develop and includes these in their action plans, which are continually updated.
- Children help themselves to interesting play opportunities. Babies and toddlers enjoy exploring how to use natural materials to make marks with paints. Older children concentrate on tasks, such as cutting and making items with creative materials, to help support their readiness for school.
- Children are helped to behave well. Babies and toddlers are effectively supervised to help them learn right from wrong. Older children demonstrate kindness towards their friends and learn how to treat each other with respect.
- Staff have a close partnership with parents. They discuss children's individual routines and changing needs, such as sleep patterns, with them. Staff ensure that activities are tailored to suit each child's learning needs.
- The management team is in the process of implementing new systems to observe and assess children's progress. It checks children's progress and uses the information to set high expectations and drive improvement.

It is not yet outstanding because:

- Occasionally, staff do not provide children aged two to three years with enough challenge or encouragement to think through problems to extend their learning further.
- At times, staff do not make the best use of opportunities to maximise children's independence.

What the setting needs to do to improve further

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

- implement more effective ways to encourage children aged two to three years to think through their ideas to increase their learning further
- make the most of all opportunities to help children extend on their already good independence.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors. They assessed the impact this has on children's learning.
- The inspectors spoke with the management team, staff and children at appropriate times.
- The inspectors completed a joint evaluation of an activity with members of the management team.
- The inspectors looked at samples of children's records. They also looked at evidence of the suitability of staff working with the children.
- The inspectors took account of parents' views through discussions and documents left with the provider.

Inspectors

Maura Pigram

Janet Thouless

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Since the last inspection, there has been a focus on ongoing training for staff, which includes child protection. The management team regularly checks staff's knowledge and understanding about their roles and responsibilities. Staff know the procedures to follow if they have concerns about children's welfare. Managers and staff check all areas and resources used by children to help ensure they are safe to use. They investigate any accidents that occur and ensure that children are supervised without making them fearful. The management team is in the process of implementing training to support children's language skills. The team follows secure recruitment and vetting procedures to help ensure that staff working with children are suitable to do so. It provides regular individual supervision meetings to help support their ongoing knowledge and skills.

Quality of teaching, learning and assessment is good

Staff provide children with a variety of sensory and interesting play experiences. For instance, younger children enjoy discovering the textures and seeds of vegetables, such as pumpkins. Well-qualified staff working with the pre-school children very effectively introduce them to a range of mathematical language. For instance, children have fun sorting small items and they learn the meanings of different sizes and weights. Staff working with younger children introduce a range of new words to help extend their emerging vocabulary. They support children who speak English as an additional language to make connections in their learning. Staff working with babies and toddlers regularly introduce a variety of textures to their play. They encourage children to clap and join in with singing nursery rhymes and songs with them to help support their language skills.

Personal development, behaviour and welfare are good

Staff continually help children to feel secure. For instance, key persons accompany children when they move rooms, so children benefit from receiving care from familiar adults. Children confidently access the stimulating resources set out for them. The older pre-school children enjoy choosing to play indoors or outside in the well-equipped garden. Younger children are taken outdoors on a regular basis and enjoy exploring. They are helped to develop skills, such as crawling and walking. Staff are aware of children's dietary needs and they value children's views about the nutritious food freshly prepared on the premises. They ensure children are kept safe, such as when they use large play equipment and when younger children use the stairs to access the garden.

Outcomes for children are good

All children develop skills for their future learning, including their eventual move on to school. They are curious and are active learners. Pre-school children happily play and show good social skills. They know how to write letters. They confidently show visitors their artwork and they explain why they have received a sticker. Younger children's confidence is growing and they are developing an awareness of following good hygiene practices. Staff help babies and toddlers to develop their physical skills, such as balancing and walking. Children enjoy learning how to fill and empty containers with sand and water.

Setting details

Unique reference number	EY314720
Local authority	West Sussex
Inspection number	10079681
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	104
Number of children on roll	68
Name of registered person	Woodpecker Woodfield Limited
Registered person unique reference number	RP525848
Date of previous inspection	19 December 2017
Telephone number	01243 839905

Woodpecker Nursery registered in 2005. It is located in Chichester, West Sussex. The provider employs 13 members of staff. Of these, two hold qualified teacher status and 10 staff members hold appropriate early years qualifications from level 2 to level 5. The nursery is open each weekday from 7.30am until 6pm all year, except for bank holidays and between Christmas and the New Year. The nursery provides funded early education for children aged two and three years.

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