

# Woodlings Nursery

Scout Headquarters, Rear of 10 Macclesfield Old Road, BUXTON,  
Derbyshire SK17 6UB



<b>Inspection date</b>	15 February 2019
Previous inspection date	5 April 2018

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

### This provision is good

- The experienced and knowledgeable leaders have worked with local authority advisers to identify priorities for development. Since the last inspection, they have worked hard together with their dedicated staff team to make significant improvements.
- Staff know and understand how to use newly developed systems to observe the achievements children make in their learning. They confidently use this information to track the progress children make.
- Children make good progress from their starting points. Staff use the next steps they identify in children's learning as a focus for planning activities and experiences.
- Children are generally well supported to build secure and meaningful relationships with familiar adults. This reinforces their self-confidence and emotional well-being.
- Children benefit from successful communication methods used to involve parents in nursery experiences. Staff confidently share relevant information to promote continuity in children's care, learning and development.
- The arrangements for performance management are not yet embedded in practice enough to build as far as possible on the good quality of teaching.
- Leaders do not always sharply focus their monitoring of the progress that children make, in order to make sure each group benefits from highly tailored support that promotes their rapid progress.
- Some adult-led activities and routines are not organised well enough to help children to engage and gain the best opportunities for learning.

## What the setting needs to do to improve further

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

- develop the good systems introduced for supervision and for monitoring staff further to check the quality of teaching, so that all staff know what they must do to improve their skills
- use tracking more astutely to compare the progress made by different groups of children and to target interventions that help all children make as much progress as possible
- organise activities and daily routines more effectively so children are better supported to maintain their attention and concentration.

### Inspection activities

- The inspector conducted a joint observation with the nursery manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the providers, who are also the managers of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

**Inspector**  
Kim Barker

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure that staff are suitable to work with children through effective recruitment and induction procedures. There are systems in place for staff to inform the leaders of anything that would affect their suitability in working with children. Leaders ensure that staff have a secure knowledge of safeguarding procedures through a training schedule and regular discussions with staff. All staff know how to follow local authority procedures to help protect children's safety and welfare. Staff develop some of their own knowledge and skills by accessing training. For example, leaders support apprentices through an in-house mentoring system. Leaders use various methods to share information with other settings children attend.

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

Staff use props to teach older children how to recognise written numerals. They skilfully build on children's understanding of number outdoors. For example, children make marks with chalk and predict the numbers they know will come next. Staff place different resources in the water to encourage babies to explore further. They talk to babies about what is happening as younger children pour water from cups. Staff take the opportunity to introduce counting as younger children use number names in their play. Staff organise a wide range of natural products for babies to access easily and explore. Staff talk to babies to help them understand their sensory exploration. Staff skilfully organise resources so children can access a wide range of resources to cut, glue and stick.

### Personal development, behaviour and welfare are good

Children make friends and build strong and meaningful relationships with familiar adults. Staff reinforce the nursery's golden rules to help children to play cooperatively. Children kindly find another piece of equipment for their friend to play with while they wait for their turn. Leaders promote the importance of a healthy lifestyle. They provide healthy nutritious meals and snacks. Children develop their physical skills in a large outdoor area. Staff talk to children about using their eyes to look for dangers on the ground as they tidy up. Staff help older children to develop their understanding of the natural world. They point out similarities and differences to children as they talk together about the seasons.

### Outcomes for children are good

All children, including those in receipt of free funded education, make expected progress. They develop the skills they need for future learning, including school. Older children learn to listen to each other and develop confidence in speaking in a group as they take turns to tap out a beat. The most able children clearly demonstrate a strong understanding of the sounds in familiar letters during conversations. Children confidently create a story and use props outdoors to develop their imaginative skills. They count and use number and mathematical language when they build towers. Younger children learn how play cooperatively and to differentiate between colours as they play a matching game. Babies develop their physical skills as they pull up to stand, crawl and investigate resources.

## Setting details

<b>Unique reference number</b>	EY490249
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10084862
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	36
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Woodlings Nursery Partnership
<b>Registered person unique reference number</b>	RP902719
<b>Date of previous inspection</b>	5 April 2018
<b>Telephone number</b>	07517965570

Woodlings Nursery registered in 2015. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including three with a degree in early childhood studies. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery also provides after-school provision for a local primary school and a school holiday club for local schools in the area. It provides funded early education for three- and four-year-old children.

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