

Woodland Day Nursery

Church Walk, Bradwell, Great Yarmouth, Norfolk NR31 8QQ



Inspection date	8 March 2019
Previous inspection date	16 March 2016

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

This is a provision that requires improvement

- The provider has not provided Ofsted with the required information so that suitability checks can be carried out on all members of the management committee.
- On a few occasions, some staff miss opportunities to fully extend children's learning.
- The management team have not fully embedded highly effective strategies to monitor the progress of groups of children and use this to drive further improvement.

It has the following strengths

- Parents speak very highly of the nursery. Staff regularly share children's next steps in learning with parents and give them lots of ideas of how to support these at home.
- Staff know children and their families very well. They create a community atmosphere based on mutual respect, where children are encouraged to contribute their ideas and take responsibility.
- Children make good progress in their development. Additional funding is spent well to ensure that children benefit from additional teaching and resources. Children speak well for their ages and are motivated learners.
- Staff have developed very effective partnerships with the adjoining school. The manager works closely with the Reception class teacher to ensure that staff are teaching children specific skills to prepare them well for starting school.
- Children learn to do lots of things for themselves. After snack time, they help to wash the plates and cups, and tidy away the toys at the end of the session.
- Children benefit from consistently good teaching from well-qualified staff who are enthusiastic and sensitive. Staff talk to children about their home lives and listen to what they have to say.

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
provide Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee.	08/04/2019

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

- make the most of opportunities to enhance children's learning to the highest level
- embed highly effective procedures for monitoring the progress of groups of children and use this information to drive ongoing improvements.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact of these on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and the nominated individual.
- The inspector looked at a range of documentation, such as evidence of the suitability of staff and committee members, and children's records.
- The inspector spoke to all staff present, interacted with children at appropriate times and spoke to parents to obtain their views.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has failed to notify Ofsted about new members of the management committee, to enable all necessary suitability checks to be completed. However, all committee members have an existing Disclosure and Barring Service check and have clearly defined responsibilities. Safeguarding is effective. There are clear codes of conduct for staff. Staff have a good understanding of the process to follow should they have any concerns about a child's welfare or if they are concerned about the conduct of a colleague. The manager leads her team well. She demonstrates skilled teaching practice to her staff. Staff benefit from supervision meetings, where they discuss their roles and identify relevant training opportunities to keep their skills up to date. Parents contribute to plans for future development, such as plans to develop the outdoor area.

Quality of teaching, learning and assessment is good

Staff understand how children learn. They speak to parents about children's interests and abilities. They use this information, along with their own observations, to plan specific and well-targeted next steps in children's learning. The curriculum is well planned. Staff help children to learn important skills, such as teaching them a range of new words and supporting them to improve their hand-to-eye coordination. Children have lots of interesting activities to choose from, both inside and outside, which they enjoy and motivate them to learn. For instance, as part of their topic on personal hygiene they have a go at brushing pretend teeth with toothpaste and learn to wash and dry their baby dolls. Children learn about healthy eating and grow their own vegetables. They have fun playing outside in the 'mud kitchen' with their friends.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management has the potential to affect children's welfare. However, staff are vigilant and keep children safe. Staff help children to settle into the nursery. Staff visit children at home and at other settings they may attend before they start at the nursery to get to know each child and their family. Children have many opportunities to learn through outdoor play. For example, many children enjoy role play, mark making and active play in the outdoor area. Staff arrange for children to take part in regular bush-craft sessions. The special educational needs coordinator works well with other professionals, such as speech and language therapists, to plan individual programmes of support for children and help them to develop their communication skills.

Outcomes for children are good

Children are confident, engaged and motivated learners. They excitedly show visitors their fancy-dress costumes as part of World Book Day celebrations. Children talk well for their ages and are interested to find out about the world around them. For instance, they engage well in an activity where they transfer glitter to their friend's hands, to show how germs are spread. Children are developing many skills in readiness for school. They listen to stories and recall the characters. Children join in with counting and use mathematical knowledge in their play. Staff teach children to link letters and sounds; children show a good awareness of this and confidently demonstrate the actions for each sound.

Setting details

Unique reference number	EY350474
Local authority	Norfolk
Inspection number	10073886
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	3 - 4
Total number of places	24
Number of children on roll	48
Name of registered person	Woodlands Day Nursery Committee
Registered person unique reference number	RP524392
Date of previous inspection	16 March 2016
Telephone number	01493 660747

Woodland Day Nursery registered in 2007. It operates from a purpose built unit at Woodlands Primary Academy in Bradwell, Great Yarmouth. The nursery opens all year round, Monday to Friday from 8.30am to 5.30pm. There are five members of staff who work directly with children. The manager and deputy hold qualifications at level 6. Three other staff hold relevant level 3 qualifications. The setting provides funded early education for three- and four-year-old children.

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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