

Woodlands Nursery

105 Chestnut Lane, Amersham, Buckinghamshire HP6 6EF



Inspection date	15 April 2019
Previous inspection date	11 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Managers have a positive approach to improvement. They involve all staff in the creation and review of long- and short-term improvement plans. This helps the team to focus on how to make the nursery even better.
- Staff actively seek opportunities to share and find out about best practice in other settings. This is helping them to improve their own provision.
- Teaching is strong. Staff provide exciting opportunities for children's learning. For instance, they carefully consider the needs of the children attending each day and plan their provision around children's interests and next steps. This is helping to improve children's involvement levels.
- Staff organise a range of exciting opportunities for children to get fresh air and exercise. This is illustrated when children take part in activities such as yoga and 'cycling and scooting week' at nursery. This helps to promote children's good health.
- Staff establish strong partnerships with parents. They share information with them regularly about their children's learning. They provide plenty of suggestions for parents to help them to support their children's learning, such as through home-learning activities and resource packs.
- Staff help children to develop a positive awareness of their community. For example, children regularly visit the local care home for the elderly. They read stories, sing songs and share their 'family books' with residents.
- Children make good progress from their starting points. They demonstrate positive attitudes to their learning and they are well prepared for the next stages of their education.
- Staff are well supported through staff supervisions and training. However, systems for raising the quality of teaching are not yet fully embedded.
- On occasion, staff are less effective in consistently helping children to understand how to keep themselves safe.

What the setting needs to do to improve further

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

- strengthen systems for improving staff practice and raise the good quality of teaching to an even higher level
- review how staff can consistently promote children's understanding of how to keep themselves safe in their everyday play.

Inspection activities

- The inspector viewed the premises.
- The inspector observed and evaluated two activities with the joint managers.
- The inspector looked at children's records and talked to staff about the progress that children make.
- The inspector looked at a range of documentation and spoke to managers about how they evaluate the effectiveness of the provision. She also checked evidence of staff suitability.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Managers show commitment to continual improvement. They seek the views of staff, parents and children to help them make their provision even better. This is demonstrated by a review of communication methods, following feedback from families. Parents now report that they are happy with the streamlined communications they receive, such as the daily overview and monthly newsletter. Staff create positive links with staff at other settings that children attend. For instance, they speak to children's key person at other settings and share information about their development and next steps. They invite staff from schools that children transfer to into the nursery. This helps to promote consistent approaches and positive transitions for children. Safeguarding is effective. All staff are aware of the signs to look for which may indicate children are at risk of harm.

Quality of teaching, learning and assessment is good

The key-person system works effectively. Staff observe and assess children's learning carefully. They monitor the progress that children make well. Managers track the progress of individuals and groups and take swift action to help children to make good progress. For example, they liaise with professionals and specialist teachers to seek appropriate advice and support for individual children. Staff are enthusiastic and teaching is engaging for children. This is illustrated when staff invite children to make their own paints. Staff encourage children to explore resources such as powder paint, spices and flowers with their senses. They show children how to measure, grind and mix them together. Staff skilfully weave in concepts and language relating to size, measure and colour into the activity. Children then use tools and resources independently to successfully create their own paints. They smile with satisfaction as they use them outdoors and make marks and swirls on the ground.

Personal development, behaviour and welfare are good

Staff visit other settings as part of their professional development and seek ideas to help them improve their learning environment. They have reorganised their setting and this is having a positive impact on outcomes for children. For example, children have high levels of involvement and they behave very well. They select, explore and investigate the wide range of stimulating resources on offer. Staff provide strong opportunities for children to be independent. This is demonstrated as children count cutlery, plates and cups and set the tables for lunch. Staff successfully encourage parents to share information about their children's achievements at home. Parents share photographs in their child's 'family book'. Children enjoy sharing these with their friends. This supports their personal and social development and helps to boost their self-esteem.

Outcomes for children are good

Children are keen and enthusiastic learners. They develop strong problem-solving skills as they use small sticks and sweets to construct houses that will stand up. They experiment and negotiate with their friends as they use crates, planks and tyres to make routes to travel along. Children develop secure physical skills. They scoop and tip water carefully into a two-bucket balance. They predict which bucket contains the most water. Children enjoy playing hopscotch. They jump, jog and hop on numbers up to 10.

Setting details

Unique reference number	108003
Local authority	Buckinghamshire
Inspection number	10072270
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 7
Total number of places	21
Number of children on roll	32
Name of registered person	Woodlands Day Nursery (Amersham) Ltd
Registered person unique reference number	RP909914
Date of previous inspection	11 April 2016
Telephone number	01494 729 054

Woodlands Nursery registered in 2000 and is located in Amersham, Buckinghamshire. It is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery also offers before- and after-school care from 8am to 9am and from 3pm to 6pm. The nursery employs nine staff and, of these, seven hold relevant early years qualifications. The nursery is in receipt of funding for the provision of free early education for children age two, three and four years.

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