

The Woodlands

Woodlands Nursery, Woodhall Spa LN10 6QZ



Inspection date	18 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Partnerships with parents are good. Staff share information with them about children's learning and development. They talk to parents daily about their children's achievements.
- Parents comment positively about the experiences children receive. They say that staff take their children on plenty of visits to places of interest in the local community. For example, to cathedrals and theatres and for picnics in the park.
- Staff offer children a wide range of toys and resources that are organised well to meet children's individual needs. For example, toys are stored at a low level for children to access, promoting their independence.
- The management team and staff evaluate the provision well. They gather feedback from parents to help identify ongoing improvements. Recent changes to the garden provide further opportunities for children to extend their learning outdoors.
- Staff provide opportunities for children to develop their understanding of the world. For example, they talk to older children about different countries. Children develop their understanding of other people's traditions and beliefs.
- Children make good progress from their starting points in learning. Younger children demonstrate good imaginative skills. For example, they pretend to go to the beach and remember that they need their hats.
- Staff attend meetings with the manager to reflect on their practice. However, staff's professional development is not sharply focused on consistently raising the quality of teaching to the highest level.
- Occasionally, staff do not use all opportunities to challenge and extend younger children's thinking skills and vocabulary.

What the setting needs to do to improve further

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

- strengthen opportunities for staff to extend their professional development, to help raise the quality of teaching and to promote high levels of children's achievement
- make the most of all opportunities to develop young children's thinking skills and vocabulary further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of the signs of abuse. They know the action they must take if they have any concerns about a child or colleague. This helps to keep children safe. Recruitment procedures are robust and the provider checks staff's ongoing suitability to work with children. This promotes children's safety and welfare. Managers monitor how well groups of children are achieving. This helps them to identify any concerns in children's development and to ensure that they implement effective planning to help close any gaps in learning. For example, further opportunities are provided for children to extend their understanding of technology. The manager uses additional funding effectively to promote children's individual needs.

Quality of teaching, learning and assessment is good

Staff gather information from parents when children first start about what children already know and can do. This helps them to plan for children's learning from the very beginning. Staff are qualified and use their knowledge of childcare to observe and assess children's abilities and to plan for what they need to learn next. Staff support children to explore different resources. For example, when younger children play musical instruments, they show them how to make different sounds. Children bang and shake the instruments and learn how the sounds can change. Staff help children to develop their mathematical skills. For example, staff ask children how many sides are on a triangle. Children develop their understanding of shapes.

Personal development, behaviour and welfare are good

Staff provide plenty of opportunities for children to develop their physical skills. For example, they hold babies' hands and support them when they pull themselves up to a standing position. Older children run fast, ride on tricycles and confidently move their bodies in different ways. Children demonstrate a good relationship with staff and seek them out for comfort. Staff are warm, caring and support children's emotional well-being effectively. Staff actively promote positive behaviour. They give children plenty of praise and encouragement, helping to raise their self-esteem. Staff provide opportunities for children to learn about how they can keep themselves safe when they are in the street. Children develop their understanding of safe places to cross on a road.

Outcomes for children are good

All children, including those in receipt of funding, reach typical levels of development for their age. Older children demonstrate good listening skills and follow instructions. They demonstrate a sense of belonging and enjoy completing tasks, such as setting out plates and wiping tables prior to eating. Children demonstrate good literacy skills. For example, they pretend to write a list of things they need to take on holiday. Younger children feel the texture of paint on their hands and show their enjoyment of the sensory experience. Children learn key skills in preparation for their move on to school.

Setting details

Unique reference number	EY547934
Local authority	Lincolnshire
Inspection number	10108356
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	0 - 8
Total number of places	36
Number of children on roll	48
Name of registered person	Teague, Lora Anne Grace
Registered person unique reference number	RP547933
Date of previous inspection	Not applicable
Telephone number	01526 354387

The Woodlands registered in 2017 and is situated in Woodhall Spa. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds level 5 and two hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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