

Woodstock Day Nursery

1 Farncombe Road, Worthing, West Sussex BN11 2BE



Inspection date	5 July 2019
Previous inspection date	8 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- At times, pre-school children can be overly loud and physical in the play space they share with two-year-olds. During these times, some younger children, including those who speak English as an additional language do not receive the support they need from staff to fully engage in their learning, in particular their language development.
- The manager does not routinely carry out the required staff supervision meetings and does not monitor practice and the effectiveness of the learning environments closely enough. As a result, there has been a drop in the quality of learning children receive.
- Staff do not regularly share enough information about children's interests, development and planning so that when a child's key person is away, their needs are effectively met.

It has the following strengths

- Staff are caring, well qualified and experienced. They build good relationships with all children, who are happy, settled and secure. Children proudly show staff what they make throughout the day and include them in their play. They enjoy their time at the nursery.
- The garden is spacious, exciting and very well resourced. It supports all children's curiosity, exploration and physical development particularly well.
- Parent partnerships are effective. Staff regularly share information about children's development and the activities they enjoy at nursery, during daily feedback and parent evenings. They give parents helpful ideas for how they can support learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure two-year-old children receive good support at all times to help them consistently engage in learning and benefit from effective support for their developing communication skills	18/08/2019
strengthen systems to ensure staff performance is monitored closely and provide further individual support and coaching to help raise the quality of staff practice to a consistently strong level	18/08/2019
improve staff information sharing about children's interests, development and individual planning to help meet all children's needs, even when their key person is not there.	18/08/2019

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector
Ben Parsons

Inspection findings

Effectiveness of leadership and management requires improvement

The manager and her deputy model good practice to staff and share advice and guidance to help develop their skills, such as through team meetings. However, they do not monitor their practice closely enough or provide staff with regular opportunities to privately discuss their roles, practice and the effectiveness of the environments. As a result, standards have dropped. Despite this, the manager monitors children's progress well and continues to reflect on the nursery, to broaden children's experiences. For example, children now regularly visit elderly residents in a local retirement home, learning about their community, and to respect and support people's differing needs. Safeguarding is effective. Staff have a thorough, up-to-date understanding of child protection issues and know how to report any concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff observe children regularly and assess their development accurately. However, children's interests and next steps are not easily accessible to all staff and when a child's key person is not there, their needs are not effectively met. For example, some staff do not clearly know if children have English as an additional language, what home language they speak or what their next steps are to help support their learning. Staff working with babies are very supportive, attentive to their needs and nurturing. They speak calmly and clearly, helping to introduce first words and babies enjoy varied activities such as exploring water and brushing the teeth of dolls. However, when pre-school children and two-year-olds share the same playroom, staff sometimes focus too heavily on the older children. Subsequently, younger children have periods of time where they do not engage in conversation and do not enjoy a language-rich environment.

Personal development, behaviour and welfare are good

Staff are positive role models and sensitively support children's understanding of behavioural expectations. They support children with regular praise and children learn to manage their emotions and behave well. Overall, staff provide a welcoming environment for children to explore. Children have plenty of opportunities for outdoor play and exercise in the adventurous garden. They are very active and confidently climb trees, manage risks safely and balance on challenging equipment. Babies stand and walk from an early age and demonstrate high levels of confidence in their play and attachments.

Outcomes for children require improvement

Due to the variable quality of the learning environments and children's engagement in learning, some children are not fully supported to reach their full potential. Despite this, children express themselves well and develop some skills that prepare them well for school. Babies are curious about the world around them and enjoy engaging singing sessions. Older children are eager to explore stories and practise writing their names, developing secure literacy skills. Two-year-olds are very imaginative and confidently take on roles in their play, making 'campfires' by collecting and piling logs outside. They are inquisitive and show a 'can do' attitude, taking on challenges with motivation and pride.

Setting details

Unique reference number	113839
Local authority	West Sussex
Inspection number	10108422
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	44
Number of children on roll	90
Name of registered person	Nestledown Child Care Ltd
Registered person unique reference number	RP910292
Date of previous inspection	8 April 2015
Telephone number	01903 233655

Woodstock Day Nursery registered in 2000. It operates to the east of the town centre of Worthing. The setting is open each weekday from 7.30am to 6pm, all year round. The setting receives funding for the provision of free early years education for children aged two, three and four years. There are 23 members of staff. Of these, 19 hold early years qualifications, including four who have early years teacher status.

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