

Inspection of Woodlands Nursery and Preschool

Woodlands Nursery & Preschool, 334 Minster Road, Minster on Sea, SHEERNESS,
Kent ME12 3PE

Inspection date: 23 October 2019

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provider does not have a secure enough understanding of their responsibility to promote children's safety and well-being. Actions raised at the last inspection have not been addressed effectively and children's safety cannot be assured. However, the arrangements to promote children's learning and development are good.

Children are happy to arrive at this friendly nursery. Staff greet children and their families warmly. Many of the staff have cared for several members of the same family. A parent reported that leaving their children at the nursery is like leaving them 'with a family member'. Children quickly settle to their chosen activity. Staff provide a wide variety of stimulating activities designed to build on children's interests and previous development. Staff extend children's thinking as they encourage them to consider what they know and remember. All children are supported to make friendships by attentive staff.

Staff have very high expectations for all children. Children with special educational needs and/or disabilities quickly receive the support that they need to progress. Staff skilfully teach children how to cooperate. For example, children work together to find ingredients and make play dough. When children struggle with their behaviour, staff offer calm support until children can manage their own emotions.

What does the early years setting do well and what does it need to do better?

- Leaders and managers do not take appropriate action to safeguard the children who attend this setting. Their monitoring of staff performance is inadequate. They have not identified that staff do not have a complete understanding of how to protect children's safety and welfare.
- Staff in the main room provide an exciting and stimulating range of activities. They teach children to love books and singing. Staff introduce interesting words as they play alongside children. They naturally introduce mathematical concepts that build on what children know. For example, when a child commented on toys getting smaller, staff skilfully supported them to think about why something might seem smaller as children grow bigger.
- In the baby room, children lean into the staff for comfort and listen intently when staff point out aeroplanes in the sky. Children bring books to staff, confident that they will be read to. Sometimes in this room, staff miss children's non-verbal cues. This means that they sometimes miss valuable opportunities to build on children's individual interests to extend their learning.
- Staff work closely with parents and other services, such as speech and language therapists, to plan for children to succeed. When children also attend other settings, the key person makes sure that there is a shared approach to the

child's development.

- Staff encourage children to explore their emotions in their play. For example, they help children playing a game of cat and kittens to imagine what the kitten is thinking when the mummy cat goes away. Staff support children to learn that they can manage the general comings and goings in their lives.
- Children have many opportunities to be physically active. For example, staff provide an obstacle course made from planks and tyres. Children develop their physical skills as they clamber over the obstacles and move the planks to change the course.
- Staff provide plenty of opportunities to encourage children's early reading and writing skills. They teach children to recognise the words and numbers that are all around them, such as on supermarket branding. Staff have developed their skill in teaching phonics (letters and the sounds they represent) so that they can support those readers who are more advanced.
- Leaders and managers evaluate the effectiveness of their educational programmes, for example through staff meetings, observations of teaching and parents' feedback. Although this has resulted in improvements in the main room, leaders and managers have not identified developments that would further improve the quality of education in the baby room.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have not developed effective safeguarding procedures. Their monitoring of safeguarding has not identified weaknesses in staff knowledge. They have not taken effective steps to ensure that staff are adequately trained to identify all possible signs of abuse and implement the written safeguarding policy. Staff do not have a secure understanding of safeguarding issues, including the risk of radicalisation and female genital mutilation. Staff do not understand how to respond in a timely and appropriate way to protect the safety and welfare of children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that the written safeguarding policy is understood and implemented by all staff and at all times	30/11/2019

<p>train all staff to ensure that they have an up-to-date knowledge of safeguarding issues and are able to identify possible signs of abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way</p>	<p>30/11/2019</p>
<p>strengthen the arrangements to monitor the quality of the provision, to identify areas that require improvement at the earliest possible opportunity.</p>	<p>30/11/2019</p>

Setting details

Unique reference number	EY418823
Local authority	Kent
Inspection number	10084241
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	0 to 4
Total number of places	42
Number of children on roll	85
Name of registered person	Sarah Ives and Andrea Yates Partnership
Registered person unique reference number	RP530233
Telephone number	01795875849
Date of previous inspection	30 October 2018

Information about this early years setting

Woodlands Nursery and Preschool registered in 2010. It is located in Minster-on-Sea, Kent. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are 22 members of staff, all of whom hold appropriate early years childcare qualifications. One member of staff is qualified to level 6. The manager and one other member of staff are qualified to level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The inspector conducted a learning walk with a senior member of staff.
- Joint observations were conducted in the main room and the baby room with senior members of staff.
- The inspector observed the quality of teaching and the impact that this had on the children's learning and development.
- Discussions between the inspector and senior members of staff were held at appropriate times throughout the inspection.
- A meeting was held between the inspector, the nominated individual and a room leader.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a range of paperwork including the safeguarding policy.

We carried out this inspection 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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