

# Inspection of Woodgreen Day Nursery

1 TROTSHILL LANE EAST, WARNDON, WORCESTER, WORCESTERSHIRE WR4 0HX

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Inspection date: 18 October 2019

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## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish and display a strong sense of belonging in this welcoming and friendly nursery. They are inquisitive and highly motivated learners. From the moment they arrive they enthusiastically explore the well-resourced learning environment. Children thoroughly enjoy joining in with the activities on offer. They have wonderful hands-on experiences to explore the natural world. They excitedly go on a woodland walk where they hunt for autumn creatures. Children explore the herb garden and learn which herbs the nursery chef uses when she cooks their meals. They eagerly ask questions and share their views with adults. Children who are new to the setting are given lots of hugs and individual attention. Staff are extremely kind and attentive. This helps children to quickly settle in their new surroundings and boosts their emotional well-being. Children make consistently high rates of progress in relation to their starting points. They confidently solve number problems, count, and add numbers together to work out how many children are present. Children can recognise their own name and make very good attempts to write their name on their finished artwork. Children's behaviour is exemplary. Staff are excellent role models and have high expectations of behaviour. Children are polite and use their impeccable manners, saying 'please' and 'thank you' without any prompts.

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

- The quality of teaching is excellent. The well-qualified team of staff use their extensive knowledge about each child's learning style to plan interesting and exciting activities to motivate children to learn.
- Staff are very knowledgeable about how to support children to develop their early writing skills. For example, they provide a 'funky finger station' where children access a range of different activities that are planned to help strengthen muscles in their arms, hands and fingers. These activities help children develop the physical skills they need to move on to writing independently.
- Staff provide ample opportunities for children to be physical. Older children enjoy taking managed risks as they climb trees in the forest area. Toddlers are provided with indoor play equipment that encourages them to practise climbing and balancing skills. Babies confidently explore the environment. Staff offer them copious praise and encouragement as they use the low-level furniture to provide support as they develop their early walking skills.
- Leaders and managers are highly enthusiastic and motivated. They are ambitious and continually strive to maintain the excellent standards of care and education. A strong focus is placed on the well-being of staff. For example, leaders and managers have begun the process of appointing a member of staff to oversee the mental health and well-being of staff to ensure they are all fully supported in their role. Staff report high levels of satisfaction; they say that they

feel extremely valued and supported.

- Partnership working with parents is impressive. Parents receive a wealth of information to help them to continue to support their children's learning at home. For example, they are invited to attend information sessions organised for topics such as promoting phonics (letters and the sounds they represent), supporting potty training and school readiness. Regular social events and stay-and-play events are arranged. These include gardening, sporting events and forest school sessions.
- An exceptionally effective key-person system, including a buddy system, ensures all children are provided with stability, which helps them to build positive relationships and gain confidence and self-esteem. Children's emotional well-being is given upmost consideration when it is time to move rooms. For example, children who have recently moved to pre-school have been moved at the same time as their peers. A smaller group of children in the new room has been formed and the children's key person has moved with them.
- Children play cooperatively with each other extremely well. They willingly share resources and show respect for others as they happily take turns. Children respond well to requests from staff, such as helping to tidy away when the sand timer has finished.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure all staff keep their child protection training up to date. They test staff's knowledge and understanding on a regular basis to ensure they are all confident to deal with any concerns about children's welfare. All staff are aware of the local safeguarding procedures and understand the whistle-blowing policy. Managers and staff have robust procedures in place to monitor children's welfare, including protecting children from radical and extreme views. Thorough recruitment procedures are followed to ensure the suitability of staff.

## Setting details

<b>Unique reference number</b>	205409
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10116249
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	91
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	Tee, Mary Ann
<b>Registered person unique reference number</b>	RP907924
<b>Telephone number</b>	01905 25640
<b>Date of previous inspection</b>	28 February 2013

## Information about this early years setting

Woodgreen Day Nursery registered in 1995. The nursery is open each weekday from 8am to 6pm all year round, except bank holidays. The nursery provides funded early education for three- and four-year-old children. The nursery employs 32 members of childcare staff who work with the children, all of whom hold appropriate early years qualifications ranging from level 3 to level 6.

## Information about this inspection

### Inspector

Amanda Tompkin

### Inspection activities

- The inspector had a tour of the premises with the manager and discussed the plans to promote children's learning. The quality of teaching was observed and the impact this has on children's learning was assessed.
- The inspector completed a joint observation with the manager.
- Discussions were held throughout the inspection with the manager, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The views of parents were taken into consideration by engaging in discussions with a number of parents.

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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