

# Inspection of Woodgate Adventure Playground Nursery

Bonchurch Street, Leicester, Leicestershire LE3 5EG

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Inspection date: 27 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and enjoy the time they spend in this welcoming and friendly nursery. Staff are extremely caring in their approach to meeting children's needs. They form strong bonds with the children and this helps them to feel safe and emotionally secure. Children are confident and demonstrate that they are becoming independent learners. For example, they pour their own drinks at snack time and initiate their own play ideas. They are beginning to play cooperatively with their peers and are learning to take turns in their play. Older children display good social skills and make new and lasting friendships as they play together.

Children display positive attitudes to their play and learning. They are keen to explore the activities staff provide and enjoy playing games with their friends. For example, they work together to build train tracks and discuss which pieces need to go where. Staff have high expectations for children to achieve and to develop the skills they need to support their future learning. Children with special educational needs and/or disabilities, and children who speak English as an additional language, are supported well. Extra funding is used extremely effectively to provide children with one-to-one support and additional resources to enhance their learning.

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

- Managers have formed good relationships with other professionals. They have regular meetings to review children's progress and implement agreed strategies to support children's individual needs. They work well with local schools to help support children's smooth transition.
- Staff provide children with experiences that they may not get elsewhere. Children learn the importance of leading healthy lifestyles and about making healthy food choices. They relish the time they spend outdoors and enjoy being physically active. Children learn to use equipment that helps to strengthen their large muscles and build on their stamina.
- Staff engage children in meaningful conversations and discussions as they play. They sing songs with the children and encourage them to join in with the actions. This helps to promote their language and communication development. However, occasionally, staff miss opportunities to help children to build on their attention skills during adult-led play.
- Children develop an enthusiasm for books and reading. They listen well to familiar stories, which are brought alive by the staff as they read to them. Children are eager to share their ideas on what they think will happen next, such as going to the supermarket to buy 'crazy crisps'.
- Staff are nurturing and provide children with lots of praise and cuddles. They act as positive role models and help children to resolve any conflict. However, staff

working with the younger children are not always consistent in their support to help them to manage their own feelings and behaviour.

- Strong relationships between parents and staff help to provide children with a consistent approach to their care and education. Staff encourage parents to continue their children's learning at home. Parents borrow books to share at home and attend stay-and-play sessions with their children. Parents praise the care and learning that their children receive.
- Staff provide simulating activities and interesting experiences that children enjoy. They use their knowledge of children's likes and interests to help them plan for their learning. However, children's next steps in learning are not always planned precisely enough, to help them make the best possible progress.
- Children develop good mathematic and literacy skills. Staff encourage children to count and recognise simple shapes during their play, and introduce them to mathematical language such as 'heavy' and 'light'. Older children are beginning to recognise familiar letters and sounds, for instance they compare a 'circle' to the letter 'O'.
- The newly appointed joint managers are reflective and enthusiastic. They monitor staff's practice well and provide constructive feedback to help them build on their teaching skills. Staff are encouraged to make the most of training opportunities to enhance their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers and staff have a good understanding of their responsibility to keep children safe and protect them from possible harm. They have a secure knowledge of the signs and symptoms that could indicate a child is at risk. Managers respond swiftly if they have concerns about a child's welfare. They regularly test staff's safeguarding knowledge and monitor their understanding. Staff are familiar with wider safeguarding matters and know how to identify and respond to these. Managers follow thorough recruitment processes to ensure staff understand their roles and are suitable to work with children.

## **What does the setting need to do to improve?**

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

- strengthen strategies to help younger children to manage their own feelings and to develop a deeper understanding of what is expected of them
- adapt teaching and make the most of opportunities that arise to build on children's attention skills, in particular during adult-led play
- strengthen the use of assessments to plan more precisely for children's next steps in learning so they make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY410683
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10074489
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Woodgate Adventure Playground
<b>Registered person unique reference number</b>	RP903262
<b>Telephone number</b>	07773536300
<b>Date of previous inspection</b>	26 May 2016

## Information about this early years setting

Woodgate Adventure Playground Nursery registered in 2010 and is located in Leicester. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications level 3 and above. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am and from midday until 3pm. The nursery provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Newcombe

## Inspection activities

- The inspector completed a learning walk of the areas used by children with one of the managers and discussed how the early years provision is organised.
- The inspector held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with one of the managers.
- The inspector held a meeting with both of the managers and looked at relevant documents, including evidence of the suitability of staff working in the nursery and the directors who have responsibility for overseeing the running of the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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