

# Inspection of Woodlands Pre School & Nursery (Purfleet-on-Thames)

Tank Hill Lane, PURFLEET, Essex RM19 1TA

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Inspection date: 12 February 2020

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is inadequate**

Weaknesses in leadership and management result in children's welfare and safety being compromised. Some staff fail to recognise or understand their individual and collective role to keep children safe and healthy. For example, poor supervision in the nursery room leads to children throwing toys. In addition, children play in an area of the garden that has been deemed unsafe by the manager. Not all staff are vigilant about the importance of good hygiene practice. For example, they do not encourage or ensure that all children clean their hands before lunch.

Children have different learning experiences, At times, children in the nursery room are not challenged or engaged well enough. Staff do not build on what they already know and can do. Overall, children's physical development is supported. Babies have room to crawl and pull themselves up to standing. Older children enjoy playing high energy games and riding bikes and scooters. Children develop close emotional bonds with their key person and other staff. Staff also build trusting relationships with parents. Children's continuity of care is supported through effective routines. They engage in conversation with staff, who listen to what they have to say. Babies enjoy staff's response to the babbling and gestures they make.

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

- Leaders and managers do not ensure that the curriculum is ambitious enough. Some staff lack an understanding of how to plan learning experiences that build on children's existing abilities. Activities that are based around themes focus on the end result rather than extending children's knowledge and skills. Some staff direct children's activities, for example painting their hands and placing them on the paper for them. This does not support children's creativity and decision-making skills, or help them make progress towards their next stage in learning.
- Children independently look at books and, when focused, take part in imaginary play. They sit at a sensory activity and explore the texture of cooked spaghetti. Children enjoy mixing the spaghetti as they pretend to cook and make cakes. Staff are nearby and talk to the children. However, they do not always recognise opportunities to challenge and extend their learning.
- Leaders and managers have failed to ensure that staff regularly observe and assess children with special educational needs and/or disabilities (SEND). Some staff lack the knowledge and understanding of how to accurately assess children's achievements to identify gaps in their learning.
- Staffing arrangements do not meet the needs of all children. For example, at lunchtime, the organisation of the nursery room is chaotic. Staff are busy with routine tasks, such as setting up tables and collecting children's lunch bags. As a result, there is no one to supervise the children as they sit down for their meal. Staff do not recognise that some children have not been given their packed

lunch and that others still have individual items of food left in their bags. This means that children are left waiting.

- Staff do not consistently encourage younger children to learn about managing personal hygiene or how to promote good health.
- The new manager is aware of some of the weaknesses within the setting and is working on plans to manage these. She is using support from the local authority to bring about improvement to the quality of education and care for children.
- Staff based in the attic room provide engaging opportunities for children to practise their mark making. Children comfortably learn how to use large tweezers to pick up small objects, and scissors to practise their cutting skills. This helps to build the small muscles in their hands needed for writing.
- The provision for mathematics in the attic room is strong. Staff help children to develop a secure understanding of number, shape and measure. Children are encouraged to count when playing with sand and water. They also learn about capacity.
- Parents speak positively about the nursery and value the relationships they develop with the welcoming, friendly staff team.

## Safeguarding

The arrangements for safeguarding are effective.

Staff's attention to children's health and safety is ineffective. They do not adhere to risk assessments that have been put in place to keep children safe. For example, children run around an area of the garden that has been deemed unsafe. This is because there are loose bricks and debris falling from the boundary wall, following bad weather and high winds. Staff have a suitable understanding of child protection. They understand what signs and symptoms would raise concerns about children's welfare and the procedures to follow to manage these. Staff are familiar with the whistle-blowing policy and local safeguarding procedures for reporting allegations of abuse.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
provide those in leadership roles with support and guidance to enable them to monitor staff practice effectively and identify underperformance, in order to improve teaching and the curriculum	01/04/2020
take all reasonable steps to ensure staff and children are not exposed to hazards	01/04/2020

ensure staff regularly observe and assess children's individual levels of achievement and use this to accurately plan for what they need to learn next	01/04/2020
make sure staffing arrangements effectively meet the needs of all children	01/04/2020
ensure all staff implement effective hand hygiene procedures to help prevent the spread of infection and promote children's good health.	01/04/2020

## Setting details

<b>Unique reference number</b>	EY453859
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10145122
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 7
<b>Total number of places</b>	60
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Woodlands Pre-School & Nursery (Purfleet-On-Thames)
<b>Registered person unique reference number</b>	RP902409
<b>Telephone number</b>	01708863737
<b>Date of previous inspection</b>	25 April 2013

## Information about this early years setting

Woodlands Pre School & Nursery re-registered in 2012 and is situated in Purfleet-on-Thames, Essex. The nursery employs 24 members of childcare staff. Of these, 18 hold an appropriate early years qualification at level 2 and above. The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. The nursery opens 51 weeks a year and sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Mason

## Inspection activities

- The inspector carried out a learning walk with the nursery manager and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery managers and looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents 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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