

Inspection of Woodland PDN Ltd

Regent Street, Heywood, Lancashire OL10 3BX

Inspection date: 25 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 settled at the nursery. They have access to a wide variety of well-presented, stimulating resources. The layout of the environment allows children to self-select resources and direct their own play. Children are independent and eager to learn. They serve their own meals, help to clear plates and wash their hands and faces. Staff are very supportive. They promote independent learning but are on hand to offer guidance if it is required. Staff have high expectations of children.

Children's behaviour is very good. They play cooperatively and are beginning to understand the benefits of teamwork. For instance, older children work together to carry a large brush across the garden. Staff shower children with praise and encouragement. This boosts their self-esteem and confidence.

Children's physical skills are well promoted in the outdoor area. They have lots of opportunities to run, climb, and exercise their large muscles. Children carefully negotiate their surroundings as they skilfully use the scooters. They giggle in delight as they jump and splash in puddles with their friends. It is clear to see that children feel happy and safe in the outdoor area.

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

- Literacy development is a strength at the nursery. Children have lots of opportunities to make marks and explore early writing techniques. For instance, older children use paintbrushes and water to practise forming letters from their name. Books are accessible to children, both indoors and outdoors. Staff make the most of opportunities to read to children and help them to develop a love of reading. Furthermore, the lending library supports parents to extend children's learning at home.
- The curriculum is carefully coordinated based on what children already know and can do. Staff identify children's interests through regular observations and discussions with parents. They use this information to provide activities and experiences that engage children and provoke their natural curiosity.
- Children's communication and language development is a high priority at the nursery. Staff model good language and speak with clarity. Children are confident communicators. They hold meaningful conversations and speak with passion about the things they enjoy at nursery. Younger children learn interesting words to describe the actions of dinosaurs. For instance, babies copy the word 'stomp' as they pretend to be dinosaurs moving around the room.
- Children learn how to use weighing scales to compare the weight of different vegetables. For example, children look at the difference between the weight of peas and potatoes. They study the dial and discuss the different numbers. Staff

support children to make comparisons between 'more' and 'less'. Mathematical development is promoted well indoors. However, children do not have the same opportunities to develop their mathematical skills when outdoors.

- Children know the daily routine and follow instructions from staff. They conduct themselves well and know the expectations for behaviour. Children are friendly and supportive towards one another. For instance, when brushing their teeth, younger children gently remind each other to 'brush away the germs'.
- Staff interactions with children are kind and sensitive. They know children very well and meet their individual needs swiftly. Staff are caring and nurturing. They speak to children and each other with respect and are good role models. The key-person system is strong. Children have formed strong attachments to staff and seek them out for comfort when they are tired or upset. This demonstrates that children feel safe and secure at the nursery.
- Staff benefit from regular training and support from managers. They are observed frequently and given feedback to support their professional development. However, the arrangements for staff to share skills and good practice with each other are not yet fully embedded.
- Parents are very happy with the quality of care provided. They feel well informed about their children's development and know how to extend learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. They know the procedures to follow if they have concerns about the welfare of a child or the behaviour of a staff member. Managers follow robust procedures when recruiting staff. They carry out regular monitoring checks to ensure the ongoing suitability of staff. Regular training is provided to keep staff's knowledge and understanding of wider safeguarding issues up to date.

What does the setting need to do to improve?

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

- build on the ways that practitioners share skills and good practice to help raise the quality of education to an even higher level
- develop the outside area to ensure that mathematical development is fully promoted and supports children who prefer to learn outdoors.

Setting details

Unique reference number	EY337977
Local authority	Rochdale
Inspection number	10071150
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	1 to 4
Total number of places	44
Number of children on roll	63
Name of registered person	Woodlands PDN Limited
Registered person unique reference number	RP905149
Telephone number	01706 628552
Date of previous inspection	20 February 2015

Information about this early years setting

Woodland PDN Ltd registered in 2006. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the early education of two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- Managers gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector and the manager completed a joint observation and discussed how the activity supported the curriculum intent.
- Regular discussions were held with parents, staff and children at appropriate times during the inspection.
- The quality of teaching was observed during activities indoors and outdoors. The inspector evaluated the impact on children's learning.
- The inspector held a meeting with the management team. Documentation relating to the suitability of staff was checked. The inspector also looked at paediatric first-aid and qualification certificates.

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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