

# Inspection of Woodlands Day Nursery

202-204 Moorside Road, Swinton, Manchester, Lancashire M27 9LE

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Inspection date: 20 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children appear happy at this welcoming nursery. They develop positive relationships with staff through an effective key-person system. Staff have high expectations for children's learning and behaviour. Children follow these well and are given extra support if needed. Children share and take turns as they play alongside their friends. They learn about similarities and differences between themselves and others. For example, staff share pictures of different types of families to teach children about 'different families, same love'.

Children show positive attitudes towards their play and learning. They use a good range of age-appropriate toys, which promotes their learning. Children dig for dinosaur bones in the sand and compare how many they have found with their friends. They remember learning about wild animals and confidently name each one. Children develop small-muscle skills while using scissors to cut foam shapes. Outdoors, children develop large-muscle skills as they confidently run and as they use plungers and rollers to paint. Babies become fascinated as they look at their reflections in mirrors, and as staff play peekaboo with them. They learn to problem-solve as they fit different-shaped blocks together.

Staff greet children at the door because parents cannot go into the setting as they would usually. Staff share what children learn during the day using a secure online application. This allows parents to support children's learning at home. Parents comment that staff are 'caring' and 'kind'. They comment that their children have made progress and that the nursery is the 'perfect fit' for their children.

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

- Leaders and managers are self-reflective and continually seek to improve. They have adapted well to the challenges faced due to the COVID-19 (coronavirus) pandemic to ensure that all children are supported and continue to make good progress. Gaps in children's learning are identified and closed by effective assessment. Timely interventions are supported by parents and external professionals. This means that children with special educational needs and/or disabilities make good progress.
- Children access a varied and rich curriculum, which builds on their interests and what they already know and can do. Weekly themes ensure that children are taught what they need to learn. For example, they learn about healthy living and mental health. In the main, children are motivated to learn and show good levels of engagement. However, the organisation of some group-time activities does not always fully engage all children in their learning. For example, some children become restless as they wait too long at lunchtime.
- Leaders have rightly identified a need to focus on developing children's

communication and language. In the main, this is promoted well. Staff read books and sing songs with children, such as 'If you're happy and you know it'. Children are encouraged to answer questions and to use new words when describing fruits and vegetables. Older children learn to recognise their own names and have small group-time activities based on letters and sounds. However, some staff do not always model the correct pronunciation of letter sounds or vocabulary in order to develop children's communication and language skills.

- Children are confident and show good behaviour. They play alongside other children and take turns. Despite the challenges faced due to the COVID-19 pandemic, staff support children well during transition into the nursery and in their eventual move to school. This is done through effective partnerships with parents and other settings.
- Care practices are good. Children eat a variety of healthy foods and staff follow hygiene practices consistently to promote children's good health. Leaders intend for children to become independent and self-motivated. Babies are encouraged to feed themselves using spoons, and older children learn to use cutlery. However, some staff do not always allow or encourage older children to do things they are capable of, such as dressing themselves and helping to tidy toys away.
- Staff comment that they feel 'part of a family' and are supported both in and out of work. For example, leaders recently organised a week dedicated to staff well-being. Staff attend frequent staff meetings and supervision sessions. Training in brain development has helped staff to support babies to progress in learning.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff attend safeguarding training and have up-to-date knowledge. Staff understand how to identify children who may be at risk of harm. They understand the steps to take should they become concerned about children's welfare or the conduct of a colleague. Staff understand wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. Robust recruitment arrangements ensure that all staff are suitable to work with children. The premises are safe and secure and staff are well deployed. Leaders ensure that electronic devices containing data relating to children are stored securely.

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

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

- refine the organisation of group-time activities in order to ensure that all children remain engaged and ready to learn
- strengthen staff's knowledge around modelling the correct pronunciation of

letter sounds and vocabulary in order to develop children's communication and language skills

- support all staff to understand how to promote older children's independence skills further by consistently encouraging them to do things for themselves.

## Setting details

<b>Unique reference number</b>	EY562145
<b>Local authority</b>	Salford
<b>Inspection number</b>	10190801
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Woodlands Day Nursery And Preschool Ltd
<b>Registered person unique reference number</b>	RP562144
<b>Telephone number</b>	01612115555
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Woodlands Day Nursery registered in 2018. It is situated in the Swinton area of Manchester. The nursery employs 10 members of staff. Of these, eight hold appropriate childcare qualifications at Level 2 and above. One member of staff holds qualified teacher status. The nursery opens Monday to Friday all year round from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

David Lobodzinski

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting, and has taken that into account in his evaluation of the setting.
- The management team and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact this has on children's learning.
- A joint observation was carried out by the inspector and one of the managers.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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