

# Inspection of Wooden House Nursery School

The Cider Barn, Chettiscombe, Tiverton, Devon EX16 7PT

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Inspection date: 26 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is good

Children enjoy their play. They explore a wide range of exciting activities that motivate their interests and support them well to make good progress. Children like going on nature walks with staff and collect leaves, flowers, sticks and stones. They learn the names of the plants that they see and are keen to show a giant leaf that they find. They jump enthusiastically in puddles and have fun together. Children interact positively with staff. They give staff spontaneous hugs and show they feel safe in their care. Children show kindness and consideration to others. They help to hold a bowl in a cooking activity so a friend can spoon out the mixture more easily. Staff have clear expectations for children to learn through their play. They plan activities that engage children's interests and support them to develop their skills. For example, children use their imagination well when playing outdoors with their friends. Children mix grass, leaves and earth together to make 'chocolate and mint' cakes. They mix water to the earth to make some 'icing' for their cakes. Parents comment that they are reassured by the procedures staff have put in place to keep their children safe in the context of the COVID-19 (coronavirus) pandemic.

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

- The management team and staff have worked well together since the last inspection to make improvements. They have reviewed and developed the curriculum to support children's individual learning more effectively through their play. Staff monitor children's achievements and identify their individual next steps of learning to help each child make good progress.
- Parents speak highly of staff and say their children are happy and make good progress. Parents comment that staff involve them with their children's learning and keep them informed of their achievements.
- Children gain the skills and interest to support their future learning. For example, they learn how to use a recipe to follow a sequence of actions, such as when making banana and honey muffins. Children use language well to talk about the ingredients they use in a cooking activity. They show curiosity in what happens as they mix the ingredients together.
- Staff encourage children's listening and attention skills effectively overall. They use a simple sign language to promote inclusion. However, at times, staff do not consider further ways to support the understanding and participation of all children, such as within their group singing sessions.
- Children behave well. Staff provide clear, consistent boundaries and children recognise the established daily routines. Staff gently remind children to say please and thank you. Children learn to share and play cooperatively together.
- The management team encourages training opportunities with staff. For example, staff have raised their understanding of using more complex vocabulary with children, to develop their language skills within their play.

- Staff provide lots of opportunities to encourage children's awareness of counting well, such as through singing number songs. However, they have not fully considered ways to help children to start linking written numerals to quantity and develop their number recognition skills further.
- Staff promote children's physical health well. Children enjoy pushing themselves around on the balance bike or ride-on toys, knowing to wear a helmet to keep themselves safe. Children have fun rolling each other around on the grass in an open-ended barrel. Children benefit from regular exercise and outdoor play.
- Children develop a great interest in nature. They explore underneath the tyres outdoors and show delight as they find spiders, worms and slugs. They use language well to express their thoughts. For example, they tell a visitor that they have found a 'big fat slug' and the worm they hold feels 'wormy and slimy'.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff continue to complete safeguarding training and keep their knowledge of potential concerns and procedures to follow up to date. Staff recognise possible signs that may indicate concerns about children's welfare. Staff complete risk assessments for the premises and any local walks that they take children on to ensure the route they follow is away from main roads and traffic. Staff have clear procedures in place for security and keeping children safe. The management team understands the importance of completing relevant checks and references to help assess the suitability of staff.

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

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

- make more use of opportunities for children to understand about linking number and quantity and develop aspects of their mathematical awareness further
- develop further methods to help support all children's understanding and participation, such as within group singing sessions.

## Setting details

<b>Unique reference number</b>	EY479322
<b>Local authority</b>	Devon
<b>Inspection number</b>	10144528
<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>	2 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Palmer, Linda
<b>Registered person unique reference number</b>	RP514020
<b>Telephone number</b>	01884 252161
<b>Date of previous inspection</b>	22 January 2020

## Information about this early years setting

Wooden House Nursery School is privately owned. It is located in Chettiscombe, near Tiverton, Devon. It registered at this site in 2014. The setting opens Monday to Friday from 8am until 6pm, all year round. The setting provides funded early education for children aged two, three and four years. There are nine members of staff who work directly with the children. The owner and manager have early years professional status. Of the remaining staff, seven hold early years qualifications at level 3. The nursery also employ an administrator.

## Information about this inspection

### Inspector

Mary Daniel

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed children's interactions in play indoors and outdoors and had discussions with staff about children's learning and development.
- A sample of documentation was reviewed by the inspector, including staff qualification and first-aid certificates.
- The inspector and manager completed joint observations of two activities and had discussions about the quality of teaching.
- The inspector accompanied children and staff on a local walk and observed how staff managed children's safety.
- The inspector took into account the spoken views 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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