

Inspection of Woodlands Day Nursery

2 Artemis Court, St. Johns Road, Meadowfield, DURHAM DH7 8XQ

Inspection date:

30 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are confident and have high self-esteem. They happily approach the authorised visitors to seek cuddles and invite them into their play. Children show a willingness to learn and make choices in what they want to play with. For example, babies crawl and pull themselves up so they can explore the tray filled with leaves. Toddlers, supported by staff, line up large floor blocks and work out how to use them to walk from one end to the other. Older children create their own artwork, using straws, glitter and pipe cleaners. Children begin to understand the natural world through practical experiences. For instance, they learn how to grow and nurture fruit, such as pumpkins. They are able to demonstrate and recall knowledge they have learned. For example, they confidently explain that the pumpkins need water and sunshine to grow.

Children develop their coordination as they manoeuvre wheeled toys, climb, and jump in and out of large plastic hoops. Staff manage children's behaviour consistently and effectively to help them understand the boundaries and support them to make positive choices. Children eagerly share toys with their friends and enjoy playing together. Since the COVID-19 (coronavirus) pandemic, parents are asked to drop off and collect their children at the main entrance. The provider acknowledges that new parents and children may be anxious when making the transition to nursery. To overcome this, she offers parents an opportunity to visit the nursery over a weekend. This helps to keep everyone safe and provides a sense of security.

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

- The provider has recently relinquished her role as the manager and has appointed a new manager. The new manager is ambitious for the children and has provided a renewed sense of direction. The provider acknowledges the need for her to improve her knowledge and understanding of when to notify Ofsted of any changes.
- Staff have a general idea about what children know and can do. However, they do not always have a sharp enough focus on children's learning. During discussions with some staff around planning, they often focus on activities and resources rather than children's learning. As a result, it is not always clear what staff are aiming for children to learn when they are working alongside them. When they do identify what skills and knowledge they want children to learn, they do not always implement these learning intentions when delivering activities.
- The new manager has not embedded an effective system of staff monitoring and supervision. This means that she is not able to identify where staff are less confident in identifying and implementing the learning intentions of activities.

Although training is in place to support staff with areas of responsibility, they still lack a secure understanding of their key roles and responsibilities. Despite these weaknesses, children, including those who require additional support, make some progress in their learning.

- Staff are kind, attentive and readily join in with children's play. They have put a lot of thought into developing children's love of stories. They provide a range of books that they know children will enjoy and help them to remember characters and events. For example, older children listen to a story. They answer simple questions about the characters and express what they think will happen next. These experiences help to promote children's literacy skills. However, staff do not always provide sufficient opportunities for children to explore and practise their early writing skills while engaged in a variety of play activities.
- Children's communication skills and speech are supported well. Staff lower themselves to children's height when talking to them and are quick to respond to the sounds they use to communicate their needs. During a game of 'sound bingo', older children listen carefully and respond with great confidence. They count the tokens and discuss how many more they need to fill their card.
- Babies enjoy activities that take place in a calm and inviting environment. They are happy, settled and form close bonds with staff, who are nurturing and attentive to their needs. Older children learn to take care of their personal needs because staff support them well. For example, children show how independent they are when using the toilet facilities and when putting on and taking off their outdoor clothing. They collect plates, cups and cutlery and confidently set the table for lunch.
- The manager has quickly assessed the nursery's strengths and weaknesses and, along with her staff team, is committed to improvement. Partnerships with parents are good. Their comments are positive. They are happy with the care provided and the information that staff share with them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff undertake regular training so that their knowledge and understanding remain current. Staff have a good understanding of child protection. They confidently describe the action they would take if they had a concern about a child's welfare or regarding colleague's practice. Secure arrangements for safer recruitment are in place. The manager completes all required checks on staff and takes steps to ensure their ongoing suitability. Staff carry out regular risk assessments on the environment to identify and minimise any hazards.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve and monitor the implementation of the curriculum to ensure that staff identify, plan and deliver learning experiences that are purposeful and support children's ongoing learning and development	14/10/2021
support the special educational needs coordinator further to fully understand their role and responsibilities, including liaising closely with other professionals and providing effective support, advice and guidance to staff, to ensure precise support for children	14/10/2021
ensure that plans are in place to improve knowledge and understanding of when to notify Ofsted of significant changes.	14/10/2021

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

- provide more opportunities for children to explore their early writing skills in all areas of the environment to develop further their interest in literacy.

Setting details

Unique reference number	EY452317
Local authority	Durham
Inspection number	10208723
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 at time of inspection	0 to 4
Total number of places	72
Number of children on roll	49
Name of registered person	CEF Childcare Ltd
Registered person unique reference number	RP909344
Telephone number	01913758763
Date of previous inspection	6 January 2017

Information about this early years setting

Woodlands Day Nursery registered in 2012. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the nursery.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with 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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