

Inspection of The Woodland Rose Day Nursery With Forestry Learning

Unit 2, Three Wells, Old Great North Road, Sawtry Huntingdon PE28 5XN

Inspection date: 5 October 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children become deeply engaged in their learning at this warm, welcoming and interesting nursery. They persevere at their self-chosen tasks and practise their problem-solving skills. Children hold nails carefully and hammer them into tree stumps. When the nail bends, they consider how to fix this before staff skilfully intervene. Children then have another go and are able to independently work out their own solution next time.

Staff follow children's interests to extend their learning, building on what they already know and can do. Babies try to copy older children with water paints. When their interest turns to filling and pouring, staff facilitate this well by giving babies access to a water tap to experiment with.

Children have ample opportunity to be creative. Older children create stories with toy dinosaurs and dress up as superheroes, using their 'super strength' to mix play dough. Babies sing familiar songs with their key person. All children enjoy a whole-nursery dance session and move their bodies in a variety of fun ways. Children laugh with delight as they stick out their tongues and bend their knees. This helps children to develop their whole-body control.

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

- Leaders strive to constantly improve the care and learning for children at the nursery. They value learning and encourage the staff to undertake research and work towards higher qualifications. Children benefit from this extra knowledge. For example, they have the opportunity to use real tools during the forest-school sessions.
- The staff team has a good understanding of how children learn and develop. They have thoughtfully prepared the rooms and garden with children's needs in mind. For example, staff promote discussion about safety simply by having a gate that children must go through to get to the large forest area. This helps children to understand their own safety, when they can do things themselves, and when they must wait for adults.
- Staff know children well and incorporate their next steps in learning during fun activities. For example, while building shapes in the sand pit, staff encourage children to count reliably to 10. They gather information about their home life and use this to plan experiences that complement this, such as taking the bus.
- Staff extend children's vocabulary well. They talk about what they are doing and are genuinely interested in what children are saying. They use words such as 'calcium' at breakfast to discuss how it keeps them healthy.
- Completing tasks at routine times help children to gain awareness about their own health and practise independence. Staff encourage babies to wash their

hands after changing their nappy. Older children pour their drinks and scrape their plates at lunchtime by themselves.

- Leaders spend time investing in staff's teaching skills. They observe their practice and meet regularly with staff to discuss their needs. As a result, staff feel well supported and motivated to work. They are genuinely interested in what the children say and do. However, not all staff are highly skilled at including quieter children in play.
- There are good and some outstanding instances of teaching. However, not all staff skilfully question children throughout their play and wait for them to come up with their own ideas. At times, the answer is given for them. This means that children are not always stretched in their thinking.
- Staff help children to learn about nature and the environment. Babies lay in hammocks and look up at the leaves. Staff encourage them to hold leaves that have fallen off the tree and see the difference in colours. Older children watch as worms and spiders wiggle and crawl out of sand. Staff help them to learn the correct names and what the insects might be doing there.
- Parents praise the nursery staff for all they do. They tell the inspector how staff tailor the settling-in procedure so that children and parents feel comfortable. They explain how staff know the children well and work closely to support children's learning needs and all-round well-being, including any medical needs. Staff send home a learning backpack filled with activities to help parents support their children's education.
- The staff at the nursery work with other professionals to support children's needs. They communicate with other settings that children attend to complement the learning needs of children. They ensure that any delays in development are referred to appropriate professionals quickly so that children receive the support they need to catch up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

All staff and the designated officers understand their responsibility to safeguard children. Staff know the signs and symptoms that a child may be at risk of abuse or neglect. Designated officers understand their responsibility to liaise with other agencies, such as when an allegation is made against a member of staff. Leaders monitor any concerns closely and follow the local procedures.

What does the setting need to do to improve?

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

- strengthen teaching to be more reactive to children's various learning dispositions so that all children have equally high-quality opportunities to learn
- help staff develop their interaction with children even further so that children

have more opportunities to come up with their own ideas.

Setting details

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| Unique reference number | EY554690 |
| Local authority | Cambridgeshire |
| Inspection number | 10190077 |
| 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 | 20 |
| Number of children on roll | 30 |
| Name of registered person | Brownsell, Emma Rose |
| Registered person unique reference number | RP554689 |
| Telephone number | 01487 209618 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Woodland Rose Day Nursery with Forestry Learning registered in 2018. The nursery employs seven members of childcare staff, including the owner. Of these, seven hold appropriate early years qualifications at level 3 and above, two of whom are qualified at level 6. The nursery opens from Monday to Friday all year round. It is closed for two weeks in December and one week in August. 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

Elke Rockey

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 provider and staff, and has taken that into account in their evaluation of the setting.
- The inspector, the provider and the manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors, including forest-school sessions, and assessed the impact these have on children's learning.
- The manager and the inspector completed a joint observation outside.
- A meeting was held between the inspector, the provider and the manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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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