

Inspection of In The Woods

Surestart, 2 Chelmsley Circle, Birmingham B37 5UH

Inspection date: 12 October 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

As a result of the COVID-19 (coronavirus) pandemic, parents continue to drop their children off at the nursery entrance. Children arrive happily to the setting and greet their key persons with lots of smiles. Children feel safe and cared for, by staff who are welcoming, warm and kind. Children settle quickly in the environment, which is well organised to meet their needs and stimulate their learning.

Children are eager to take part in the activities that are planned for them. They squeal and bounce up and down as they squeeze modelling foam from a can into their hands. They delight in squeezing it through their fingers. They collect water from a nearby tap in various containers to add to the foam and watch what happens. Children show increasing confidence. They make independent choices about the resources they wish to play with. Children explore sound in a range of ways. They bang giant spoons on different sized pans outdoors and notice the changes in the sounds that are made. Inside, they explore the broad variety of musical instruments that are available to select from.

All children, including those who have special educational needs and/or disabilities and those in receipt of additional funding, receive tailor made fun learning experiences. Additional support is quickly sought to help meet children's needs so that they can fully engage in play.

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

- The manager is passionate about her role and has developed an ambitious curriculum for all children. Staff have a sound knowledge of what they intend children to learn. They build on information gained from parents at the start, to guide their plans to support each child's development.
- The environment is organised and planned well to meet the needs of the children attending. Areas are spacious and rich in resources that are accessible to children. Appropriate steps are taken to ensure that all areas are safe, to protect children from harm.
- Younger children have great fun as they explore natural resources, together with play dough. They quickly learn new words to expand their vocabulary, as staff are skilled at using and repeating words, such as 'stretch, pull' and 'push', to describe the actions they do. Children become excited during song time. They put all their energies into following the actions, alongside enthusiastic staff.
- Children behave very well. They learn to consider others and think about how loud their voices are when younger children are taking a nap. They are reminded about being kind to others and receive praise in abundance for this behaviour. For example, when they help younger children to sit in chairs and others to put on their coats.

- Children show high levels of confidence at all ages. Older children are keen to speak to visitors and find out why they are there. The youngest children happily dress visitors in hats. They give toy food to the visitors to engage them in play by saying, 'nom, nom, nom', as they pretend to eat blueberries.
- Children build strong relationships with their key workers and other staff who know them well. They seek to engage adults in play. For example, when posting cards into different shaped boxes and drawing shapes on boards with dry wipe pens.
- Children develop good concentration and focus to use their small hand muscles to pick up objects with tweezers from a tray. They carefully twist and turn their wrists to take out the objects from the tray between the spaces in a grid. Other children practise their skills, using scissors to cut and remove the grid.
- Staff help children to develop their independence. At a young age, children learn to put on their coats and fasten them. Younger children play a game of putting on and taking off their socks.
- Staff are supported well by the manager. They receive appropriate training to keep their knowledge up to date and to enhance their skills. For example, the manager has recognised that some children require additional support to increase their language and communication skills and staff have recently received training relating to this. However, this work is not yet fully embedded to help all children make the highest rates of progress in this area.
- Parents praise the daily communication they receive from their children's key staff on arrival and through the online system. They feel informed about their children's learning and helped with how to support them at home.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a secure understanding of their roles to safeguard children. Leaders and staff know the procedures to follow if they have concerns about a child who may be at risk of abuse. They know how to report concerns about children and the procedures to be followed in the event of a concern about a member of staff. Policies, procedures and other required documentation is consistently and thoroughly maintained, to ensure that children are protected from harm. Robust recruitment procedures are followed, and checks are made for staff to ensure their ongoing suitability to work with children.

What does the setting need to do to improve?

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

- embed further staff's knowledge gained from training to help all children to make the highest rates of progress in their communication and language.

Setting details

Unique reference number	EY553140
Local authority	Solihull
Inspection number	10143363
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	1 to 4
Total number of places	80
Number of children on roll	51
Name of registered person	In The Woods Nursery Ltd
Registered person unique reference number	RP553139
Telephone number	01217177132
Date of previous inspection	Not applicable

Information about this early years setting

In the Woods registered in 2017. It operates from the Sure Start building in Chelmsley Wood, Birmingham. The nursery is open Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays. The nursery employs 12 members of childcare staff, one holds an appropriate early years qualification at level 6, nine at level 3, and one at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

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 took this into account in the evaluation of the setting.
- The manager and inspector conducted a learning walk, They viewed all areas of the nursery and discussed how the curriculum was organised
- The inspector made observations throughout the inspection and conducted a joint observation with the manager to assess the quality of education.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She reviewed relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and took account of their views.
- This inspection was carried out following the risk assessment process.

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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