

# Inspection of Woodlands Nursery

2 Wakefords Corner, Sandy Lane, Church Crookham, Fleet, Hampshire GU52 8DB

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Inspection date:

2 November 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

The environment in the toddler room is very cluttered and disorganised. Children in this room do not have space to move around freely and access all areas of the curriculum. Several children were seen falling over and crying as a result of tripping over numerous toys on the floor. This is a significant risk to their safety.

Expectations for children are not consistently high enough across all age groups in the nursery. Not all children are provided with an ambitious curriculum that challenges and extends their learning and development. Where staff practice is weaker, for example in the pre-school and toddler rooms, children do not consistently engage in meaningful learning. Children with special educational needs and/or disabilities (SEND) do not receive the support they need to reduce gaps in their development.

Overall, children are happy to be at the nursery and they behave well. Babies gradually develop the confidence to separate happily from their parents. From a young age, children develop independence. For instance, they learn to put on their coats and shoes. Older children help to lay the table and serve themselves at mealtimes.

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

- Significant weaknesses in leadership mean that not all statutory requirements are met. This impacts on children's learning and well-being. The manager is not supported well enough. She has additional responsibilities that restrict her from completing all aspects of her role effectively. For example, as well as being the manager, she is also currently cleaning the nursery and cooking meals for the children. Consequently, she does not feel able to prioritise coaching and support for staff to help them continually improve the curriculum and outcomes for children.
- There are no arrangements in place to support children with SEND. The nursery does not currently have a special educational needs coordinator (SENCo). The manager does not have a secure knowledge and understanding of how to support staff to respond to any concerns about a child's development. Partnerships with parents, outside agencies and other early years provision are weak. Consequently, gaps in children's development are not responded to in a timely way and they fall behind in some areas of their development.
- Older children spend long periods of time playing without adult involvement and their learning and development are not fully extended. Staff sometimes join in children's play but do not have a good knowledge and understanding of how to use the activities to support and extend all areas of children's development.
- Since the last inspection, staff have improved how they work with parents to

support children's learning and development at home. However, activity planning has not improved and does not focus on what all children need to learn next in all age groups. In particular, staff in the pre-school group do not know children's next steps for learning. Consequently, not all children are sufficiently challenged and do not develop the skills they need for future learning.

- Children develop physical skills. They learn to ride bikes with control and balance on pallets used to make a bus for imaginary play in the garden. Younger children take part in yoga activities and older children enjoy digging in soil in the garden and looking for worms.
- Staff are warm and caring and treat children with kindness and respect. They act as positive role models and support children to manage their behaviour effectively. Staff get down to the children's level and encourage them to share the resources and take turns. Children were seen working together cooperatively to try and lift a large wheeled toy down a step in the garden.
- Staff receive regular supervision and unqualified staff are supported to gain childcare qualifications. However, managers do not encourage staff to regularly evaluate their practice and share ideas to ensure they offer quality learning and development experiences for children that continually improve.
- Staff working in the baby room provide a language-rich environment. However, staff working with older children do not support children's language development well enough, including children with SEND.

## Safeguarding

The arrangements for safeguarding are not effective.

There is a risk of potential accidents to children and staff in the toddler room. During the inspection, the poor organisation of resources in the toddler room caused several children to slip and fall over. Managers responded to the concerns about the children's safety when they were raised with them. However, not all staff have a good understanding of how to use risk assessment to keep children safe. All staff complete safeguarding training. Managers and staff understand their roles and responsibilities to respond to any child protection concerns. Managers use robust recruitment procedures to employ staff with appropriate qualifications and childcare experience and to ensure staff-to-child ratios are met.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that risk assessment is used effectively so that children in the toddler room are not exposed to any risks and are provided with a safe environment	15/12/2021
implement an effective key-person system to ensure that all children's individual needs are well known and met and they receive continuity of care and learning	15/12/2021
ensure that staff are coached and supported to improve the planning and implementation of the curriculum so that all children develop the skills they need for future learning	15/12/2021
ensure there is a SENCo who works with parents, staff and other agencies to identify and reduce any gaps in children's development	15/12/2021
ensure managers and staff are supported to undertake appropriate training and professional development opportunities to ensure they offer quality care and learning and development experiences for children that continually improve.	15/12/2021

## Setting details

<b>Unique reference number</b>	EY306586
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10209943
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Highbreeze Limited
<b>Registered person unique reference number</b>	RP525194
<b>Telephone number</b>	01252 624332
<b>Date of previous inspection</b>	18 May 2017

## Information about this early years setting

Woodlands Nursery registered in 2005 and operates from Church Crookham near Fleet. The nursery opens from 8am until 6pm, Monday to Friday, all year round, with the exception of Christmas week and bank holidays. There are 10 staff who work with the children. Of these, one holds a relevant childcare qualification at level 6, one holds level 4, and six hold level 3. The nursery also employs bank and agency staff. It receives funding for free early education for children aged three years.

## Information about this inspection

### Inspector

Cathy Greenwood

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager and the inspector completed a learning walk and a joint observation together.
- The inspector talked with children, staff, parents and managers during the inspection.
- The inspector observed a range of indoor and outdoor activities.

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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