

Inspection of Woodlands Nursery

Sysonby Acres Leisure Park, Asfordby Road, Melton Mowbray LE13 0UT

Inspection date: 6 January 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. Staff who work directly with children do not have an adequate knowledge of safeguarding. Children struggle to play safely as play areas and activities are not maintained well by staff. Flour and other materials dropped on the floor during messy play activities are not swept up, posing a risk of children tripping and falling. Discarded toys litter the environment, while risks in the outdoor area go unnoticed.

The poorly planned curriculum means children do not make the progress they could. The learning needs of children are not identified or met. This includes for those with special educational needs and/or disabilities. Children do not engage in purposeful learning experiences. This means that they quickly lose interest and become restless. Staff are not always responsive to children's individual learning needs. Quieter children, or those not joining in activities, are not noticed by staff. This results in children not being challenged well or prepared for school. Nonetheless, they generally behave well and actively follow daily routines. Staff do not engage or support children to learn from the resources provided. Children who show an interest in books sit with a member of staff as she reads a story to them. However, they struggle to maintain attention due to the noisy and chaotic environment.

Children do not benefit from clear and consistent information sharing between staff and parents. All children benefit from spending time outdoors in all weathers. Older children have the opportunity to experience forest school activities. They gain some independence, for example as they dress themselves in outdoor clothing. Babies and toddlers have their care needs supported by staff and they form appropriate relationships.

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

- The provider has failed to clearly identify and address all weaknesses in management and staff practice. As a result, there are breaches of legal requirements, and children do not receive an acceptable quality of education.
- Leaders and managers do not ensure staff refresh their knowledge of safeguarding. Staff are unclear about the procedures to follow should they have concerns for children's welfare or in the event of an allegation against a member of staff.
- Leaders and managers do not ensure that staff complete effective risk assessments. As a result, staff do not take action to recognise and minimise hazards. Outside, plastic bags, receptacles containing large amounts of standing rain water and an unwound garden hose are left in areas used by children.
- Although the manager monitors staff, this has not been effective in identifying

and addressing weak areas of staff practice. Staff do not understand how to plan learning experiences that ignite children's curiosity and enable them to learn. The quality of staff interactions with children are poor, and children do not consistently receive good teaching and learning experiences.

- Staff's expectations for children's learning are too low. Staff carry out observations of children's learning. However, they do not accurately assess children's abilities or consistently find out what they can do when they first start at the nursery. Children are not supported to make consistently good progress in all areas of their learning.
- Leaders and managers do not ensure children's progress between the ages of two and three years is accurately reviewed for all children. Staff are not fully aware of what individual children need to learn next, or how they can support their learning. Activities are not tailored to help children move forward in their development. Much of the learning that takes place is incidental, not planned. Consequently, gaps in children's knowledge and development remain.
- Staff are kind and friendly and, overall, children form close emotional relationships with them. Daily routines help children to understand what happens next and what is expected of them. This helps to develop children's confidence and contributes to them feeling secure.
- Parents express that they are happy with the service they receive. They especially appreciate that the security of the nursery is robust and that their children are happy at the end of each day. Parents comment that lots of information is shared about their child's care. However, the arrangements for the sharing of information about children's learning are less frequent. Consequently, parents are not fully informed about how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure that staff know how to identify safeguarding issues and report concerns to relevant agencies. They do not ensure that staff understand the signs and symptoms of possible child abuse and other safeguarding issues. Leaders and managers ensure that there are sufficient staff to supervise children. They ensure that staff trained to provide paediatric first aid are available at all times when children are present. There are appropriate recruitment procedures in place for new staff to ensure they are suitable to work with children.

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:

	Due date
--	-----------------

ensure that risk assessments identify hazards and implement appropriate safety measures so that children are not exposed to unacceptable risks	25/01/2022
ensure staff have a secure understanding of the possible signs of abuse and neglect, and the procedures to follow in the event of a child protection concern	25/01/2022
ensure staff are aware of the action to be taken in the event of an allegation being made against a member of staff	25/01/2022
implement effective systems for supervision and coaching to support staff in their ongoing professional development, in order to promote consistently good teaching and learning	25/01/2022
review and improve the organisation and presentation of equipment and resources, to meet the needs of children and promote all aspects of their learning	25/01/2022
ensure that accurate reviews of children's progress are completed when they are between the ages of two and three years, and provide parents with a short written summary which highlights children's achievements and any areas where their development is less than expected	25/01/2022
develop the curriculum to plan and provide activities that focus on what children need to learn next, based on their emerging needs and interests	25/01/2022
work more closely with parents to help them further support their children's progress at home.	25/01/2022

Setting details

Unique reference number	EY467495
Local authority	Leicestershire
Inspection number	10213959
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 10
Total number of places	93
Number of children on roll	265
Name of registered person	Park Lane Kids Ltd
Registered person unique reference number	RP907703
Telephone number	01664562277
Date of previous inspection	12 June 2014

Information about this early years setting

Woodlands Nursery re-registered in 2020 and is situated in Melton Mowbray, Leicestershire. The nursery employs 21 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and five hold level 2. The manager holds a qualification at level 5 and the provider holds qualifications at level 5 and 6. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Out-of-school care is provided before and after school and during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tina Garner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- This inspection was prompted following Ofsted's risk assessment process.
- The inspector and the manager completed a walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.
- The inspector observed the quality of the curriculum during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager and the provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022