

Inspection of Woodland Nursery

Land Rover, Banbury Road, Gaydon, WARWICK CV35 0RR

Inspection date: 10 February 2022

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

The provision is good

Children arrive happy and settle quickly to play with their friends. Parents come into the nursery to drop off and collect their children at the door to their playrooms. They exchange information with friendly and caring staff. Children build strong bonds with staff. Babies receive caring and gentle interactions from familiar staff. This helps them to feel safe and secure in their care. Children make independent choices and access a range of well-organised resources. They confidently explore the spacious environment.

Children enjoy their time at the nursery. Babies have lots of fun during routine activities. For example, they make choices and indicate the songs they would like to sing with the group. They signal with words such as 'baa, baa' or wiggle their fingers on both hands for another song. Staff, who know them well, sing their requested songs with them. Babies are keen to follow the actions to the songs. Older children develop friendships with their peers. They giggle as they run about in the environment with their friends, playing their own games.

Children's behaviour is very good. They respond well to staff's reminders to wait, and they routinely use good manners. Children are kind to each other. They help each other to put on and take off their outdoor clothing. Children develop the skills and understanding that help to prepare them for their future learning and their eventual move on to school.

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

- Leaders and managers have designed a curriculum that is carefully planned to support children to progress through their stages in learning. They use the initial information they gather from parents precisely to consider the activities and experiences they provide, which helps children to develop and strengthen their new skills.
- Children develop increasing independence in a range of ways. For example, older children fill jugs of water in preparation to pour their own drinks at lunchtime. Babies unzip their own coats after playing outdoors. However, some opportunities are missed to further develop older babies' independence skills. There is scope to provide more opportunities for them to practise these newly developing skills, particularly at lunchtime.
- Children have fun as they learn to wait, take turns and listen to others. For example, young children are thrilled as they lift material and quickly take their turn to select an item. They proudly present these items to others and talk about what they have found.
- Pre-school children focus during activities. For example, they listen intently and observe as staff build anticipation before they reveal what they have hidden in a

box. Children sit quietly and wait their turn to talk with staff and describe the objects when they are revealed.

- Speech and language are promoted well in the nursery. Staff use lots of opportunities to engage children in two-way conversation. They give ample time for children to think and respond to them. As a result, all children, including those who speak English as an additional language, make good progress in their speaking skills.
- Children develop an increasing sense of self and know that their ideas are valued by staff. Staff have a good sense of fun and engage in play at children's level. Children take the lead in their play with others. Staff follow their instructions and praise their ideas. They build an enjoyable obstacle course together. Staff demonstrate how to balance items on their heads. Children join in and giggle together with staff.
- Children develop their imagination. They seek out staff to join in their games. For example, they dress together in 'hard hats' and discuss how they will use the foam bricks to build a garage together.
- Children have opportunities to learn about the similarities and differences in our communities. They learn about other cultures and their customs through celebrations, foods and resources. They learn about the differences in families and wider communities. This helps them to develop tolerance for others.
- There are strong support systems in place for staff to increase their personal effectiveness and teaching skills. Managers have recently introduced methods to even further enhance the curriculum. For example, they are reviewing provision for children during activities, to set the scene and increase children's engagement and learning further. These new methods are continuing to be embedded in staff practice.
- Parents speak very highly of staff. They say that they are welcoming and friendly. They say that they receive lots of daily information about their children's care and regular information about what their children are learning while they attend.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff demonstrate a robust understanding of their responsibilities to safeguard and protect the welfare of children. They know the concerns which may indicate a child is vulnerable to abuse or neglect. They understand the procedures they must follow to report concerns about children and in the event an allegation is made against a colleague. Play areas are routinely checked to ensure that they are safe for children to attend. Recruitment procedures are robust. This includes the checks made to ensure the ongoing suitability of staff working with children. Procedures for monitoring and supervising children are now improved to ensure that children are within sight or hearing of staff at all times.

What does the setting need to do to improve?

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

- provide further opportunities for older babies to further develop their independence, particularly at lunchtime
- continue to embed the methods to further enhance the curriculum to consistently increase children's learning, engagement and progress.

Setting details

Unique reference number	EY392964
Local authority	Warwickshire
Inspection number	10225291
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	95
Number of children on roll	63
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01926 353124
Date of previous inspection	26 October 2017

Information about this early years setting

Woodland Nursery registered in 2009. It is one of many national nurseries operated by Bright Horizons Family Solutions Limited. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday all year round, except for public holidays and one week over the Christmas period. Sessions are from 7am to 6.30pm. 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 nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager took the inspector on a learning walk to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching during the inspection and jointly evaluated the quality of teaching with the manager.
- The inspector spoke to parents and children at appropriate times and took account of their views of the nursery.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector held a meeting with leaders and the manager and discussed how the nursery is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the nursery.

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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