

Inspection of Woodstock Day Nursery

1 Farncombe Road, Worthing, West Sussex BN11 2BE

Inspection date: 17 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this homely, welcoming nursery. Some are so excited to greet the staff and meet their friends that they need reminding about saying goodbye to parents when they arrive. Children benefit from good-quality teaching which supports their learning and the good progress they make. Each child's personal qualities are planned for. Staff work hard to make sure all children, including those who need extra help and support, achieve to the best of their abilities.

Children behave well. They make friends easily and form close attachments to the staff. These relationships continued during the COVID-19 pandemic restrictions as staff kept in touch with children and parents regularly to check on their well-being and to offer support. For example, staff recorded stories so that children could enjoy these at home with their families. They also provided additional resources so parents could continue to support children's learning at home. When children returned to nursery, they settled back in easily.

Children demonstrate that they feel safe at nursery. They approach staff readily for reassurance and comfort, knowing their needs will be met and staff will respond accordingly. Children move from room to room confidently as staff prepare them for change and new routines. This supports children well for starting school.

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

- The nursery's leadership team is effective in driving improvement. Since the last inspection, many improvements have been made. The quality of teaching is now good overall. Leaders recognise where further developments can be made to provide the highest quality experiences. For example, very occasionally, staff miss opportunities to allow children's learning to reach its natural conclusion because they change activities before children are ready to move on or do not always fully respond to children's ideas.
- Leaders use funding well to support children who need extra help with their learning. Good partnerships are formed with parents, schools and any other agencies involved to make sure every child's learning and development needs are clearly understood and planned for. The curriculum is enriched well as leaders use funding to pay for additional specialist teachers and experiences that children may not have had before. For example, a resident artist visits monthly and provides an extensive range of creative activities for children to enjoy.
- The curriculum is planned well. Extra activities are used effectively to extend children's learning. For example, children enjoy regular visits to the beach, park, town and railway station. These outings support children's interests and their desire to learn. For instance, when older children visit the beach, they delight in

finding out from the local fishermen what fish have been caught each day.

- Children make friends easily and are kind and respectful of one another. Staff teach them well about the importance of inclusion. Children actively celebrate the differences and similarities between each other. For example, each family's cultural background is respected and staff plan activities to reflect these backgrounds in the curriculum. However, staff are not yet using the additional languages children speak at home to help support all children's learning about different linguistic backgrounds.
- Parents praise the nursery staff highly and describe them as 'brilliant' and 'fabulous'.
- There is good support for children's language and mathematical development. Babies develop a good range of vocabulary as staff model language well. As a result, babies regularly use words such as 'more', 'help', 'please' and 'thank you'. Older children build on their language and communication skills. They begin to develop a good understanding of mathematical concepts, for example, as they sing number rhymes and learn to add on and take numbers away.
- Children develop a love of learning as staff engage positively in activities with them. For example, babies delight in developing their exploratory skills as they experience different textures and find out new ways to do things. For example, older babies concentrate and focus for extended periods as they attempt to poke shiny beads into narrow bottles. The delight when they achieve this is evident as they beam with pride and clap their hands to celebrate.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their role in keeping children safe and acting on any concerns they may have about a child or family's welfare. The nursery's leadership team makes sure staff consistently keep themselves up to date with safeguarding procedures. Leaders offer regular training sessions to check that staff are confident about all aspects of safeguarding, including the impact of online abuse, county lines and the 'Prevent' duty. Stringent risk assessments are carried out throughout the nursery to make sure all areas are free from hazards. Good levels of supervision mean that children are continually kept safe and learn how to play safely. For example, children who feel confident in their own abilities are encouraged to climb trees and understand how to do this safely.

What does the setting need to do to improve?

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

- make better provision to incorporate children's home languages and cultures into the nursery curriculum
- improve teaching further to the highest level by making sure that every

unplanned opportunity to enrich children's learning is captured and children are always allowed to explore their own ideas in full before adults end activities.

Setting details

Unique reference number	113839
Local authority	West Sussex
Inspection number	10115521
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	71
Name of registered person	Nestledown Child Care Ltd
Registered person unique reference number	RP910292
Telephone number	01903 233655
Date of previous inspection	5 July 2019

Information about this early years setting

Woodstock Day Nursery registered in 2000. It is located in Worthing, West Sussex. The nursery opens Monday to Friday, throughout the year, from 7.30am to 6pm. It receives funding for the provision of free early years education for children aged two, three and four years. The nursery team includes five staff, one of whom is the owner, who are qualified early years teachers or hold early years professional status. Other qualified staff hold foundation degrees and qualifications at both level 2 and level 3.

Information about this inspection

Inspector

Jo Caswell

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 that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the owner to discuss how the nursery's curriculum is planned and delivered across all the age groups.
- The nursery's leadership team carried out joint observations with the inspector to evaluate the quality and impact of teaching on children's learning and development.
- Staff spoke to the inspector about their role in supporting children's learning and keeping children safe.
- Children told the inspector about what they liked to do at nursery.
- The inspector looked at a range of records, including confirmation of staff qualifications, first-aid certificates, the complaints log and the record of accidents.
- Parents' written feedback was read and their views on the nursery were taken into account.

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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