

Inspection of Woodland House Private Day Nursery Limited

Woodland House Day Nursery, Beoley Lane, Beoley, REDDITCH, Worcestershire
B98 9AN

Inspection date: 8 March 2022

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

What is it like to attend this early years setting?

The provision is outstanding

This inclusive and stimulating environment ensures all children can fully participate and make the very most of what is on offer. For example, children with special educational needs and/or disabilities (SEND) receive the full attention and highly tailored support they need from staff who skilfully reflect on their needs and interests daily. Children who speak English as an additional language are equally well supported to achieve. They benefit from targeted activities to help improve their spoken English and show excellent levels of engagement and enjoyment as they participate. Children's emotional needs are supported extremely well. Children are confident, feel safe and flourish in this nurturing environment.

Children immerse themselves in what interests them and make new connections and links to prior learning. For example, children use roses and daffodils to make their potions and recall the spell from a story. They show a deep understanding of animals, plants and the natural world. The environment is finely tuned for babies, with an abundance of sensory experiences on offer. For example, babies delight in playing with the water, teabags, lemons and limes, and staff are highly skilled in promoting their communication and language skills. Pre-school children use a rich range of mathematical language as they weigh the fresh vegetables. They thoroughly enjoy writing their names and familiar words.

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

- The manager and staff carefully observe and consult as a team to ensure each child's needs are successfully met. This excellent commitment to inclusion ensures the educational programmes and environment are shaped with all children's needs in mind. Using this child-centred approach results in teaching that is skilfully adapted accordingly to ensure all children make the very best possible progress.
- The leadership team and the manager are outstanding and children are at the heart of everything they do. The extremely skilled and enthusiastic staff share their vision for high-quality care and education. The strong culture of reflective practice ensures exceptional outcomes for children. All staff, including new staff, benefit from incisive coaching, mentoring and support to ensure teaching is consistently of the highest quality.
- The highly knowledgeable staff implement this ambitious curriculum extremely successfully. The manager checks the learning intention of activities daily. Staff place a top priority on promoting children's communication and language through all their interactions. Children make excellent progress in all areas, and many children excel in their speaking, listening and attention, writing and reading ability.
- Children are highly motivated and demonstrate excellent levels of self-control.

Their behaviour is exemplary. Staff prioritise promoting children's self-worth and respect for each other and their differences. For example, children are eager to select five of their friends to say something special about them when they are chosen as the special person for the day. Children show great concern and care for others' feelings and for those children who need additional support.

- Staff work exceptionally hard to ensure all children are prepared for their next stage of learning. There are excellent links and a seamless transition with the main school that most of the children move on to. For example, children take part in weekly cooking classes, music and movement sessions and attend numerous school events. Staff work exceptionally well with any professionals working with the children to provide the personalised support they need to help close gaps in their learning.
- Feedback from parents is overwhelmingly positive. Parents are extremely impressed by the daily preparation and delivery of activities and the progress their children make. They value the support and advice they receive on issues such as weaning, potty training and limiting the use of dummies. Stay-and-play sessions are extremely popular with parents and are well attended by all.
- There are excellent systems to teach children about living a healthy lifestyle. For example, all children have received a bag containing a toothbrush, toothpaste, a poem and an instruction card about oral hygiene. Children have a deep understanding of which foods are healthy and the benefits of exercise. All children, including babies, have ample opportunities to extend and practise their physical skills.

Safeguarding

The arrangements for safeguarding are effective.

Rigorous recruitment and induction processes ensure all staff employed are of the highest quality and suitable to work with children. Staff have an excellent understanding of child protection issues and the procedures to follow to safeguard children. Children's safety is given high priority at all times. Additional staff are deployed to help meet the needs of children with SEND to keep them safe. Parents are provided with useful information about the risks of the internet and social media. Staff work with parents and children to help monitor and reduce screen time at home and nursery. Comprehensive risk assessments are in place to ensure the environment is safe, suitable and hygienic and to ensure children are kept safe on outings.

Setting details

Unique reference number	EY456642
Local authority	Worcestershire
Inspection number	10116328
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	32
Number of children on roll	69
Name of registered person	Woodland House Private Day Nursery Limited
Registered person unique reference number	RP910228
Telephone number	01527 596868
Date of previous inspection	17 June 2013

Information about this early years setting

Woodland House Private Day Nursery Limited registered in 2012. It is situated in a converted house in the Beoley area of Redditch. The nursery opens on Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays and a week at Christmas. The nursery employs 12 members of childcare staff. Of these, one holds an early years qualification at level 6, one holds a qualification at level 4, seven hold a qualification at level 3, one holds a qualification at level 2 and two are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector carried out four joint observations with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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