

# Inspection of Woodlands Day Nursery

Carr Lane, Chorley PR7 3JU

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Inspection date: 27 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have developed warm and trusting relationships with the attentive and nurturing staff team. An effective key-person system helps children to feel settled and secure. Young babies in particular enjoy spending time with familiar adults who are particularly kind, caring and gentle in their interactions. Toddlers engage in an array of exciting activities. For example, they make play dough where they explore textures and colour. Pre-school children skilfully recognise the syllables in their names and begin to solve simple mathematical problems. Staff have high expectations of what children can achieve. As a result, all children, including those with special educational needs and/or disabilities, are making good progress.

Children behave well. They understand the nursery's rules and quickly follow the instructions given by staff. Children benefit from clear and consistent reminders, such as 'kind hands' and 'listening ears'. This helps children to understand what is expected of them as they learn to share, take turns and develop their attention skills. Following the COVID-19 pandemic, children demonstrate resilience and emotional security. Recent teaching has focused on strengthening children's confidence in social situations as they learn to play together again and adapt to new surroundings and routines.

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

- Staff devise a curriculum based on what children need to learn next. They gather detailed information about children's existing skills and abilities, which helps to inform planning from the outset. Leaders recognise, however, that the planning for outdoor learning is not always given the same detailed consideration and does not fully support those children who prefer to learn outdoors. That said, leaders have exciting and ambitious plans to further develop the outdoor learning environments.
- Children's language skills are developing well. Staff working with babies and toddlers constantly model language. They introduce new vocabulary and use repetition to aid children's understanding. Furthermore, as children play, staff provide a running commentary, which helps to ensure children hear a rich variety of vocabulary. Staff working with pre-school children ask thought-provoking questions and consistently give children sufficient time to think and respond. As a result, children are becoming skilful communicators.
- Staff organise the environment well to make the most of child-led play. This means that children are able to independently select what they want to play with and initiate their own learning. As a result, children build on what they already know and can do. Older children enjoy participating in group activities such as circle time. They learn about the days of the week and the date. They use recall skills as they chat about special events, such as a family member's birthday.

Staff use this spontaneous moment to reinforce children's understanding. However, occasionally these large-group activities are too large. As a result, some children find it difficult to fully engage and participate in the learning opportunities provided as they lose interest and become distracted.

- Children understand how to keep themselves healthy. They benefit from daily, energetic outdoor play and know to take regular drinks to remain hydrated. Young children develop their coordination and balance as they use a slide and small climbing frame. Older children participate in running games and learn to navigate the space available as they operate wheeled toys. Children enjoy balanced and nutritious meals. They chat with staff at snack times and mealtimes and discuss their favourite foods, understanding that too many sweets are bad for their teeth.
- Children have plentiful opportunities to develop their independence skills. Staff encourage children to have a go first before offering their support. Children wash their hands independently, managing their self-care needs with increasing confidence. They serve themselves at mealtimes and help to tidy away when finished. This helps children to develop essential skills needed in readiness for school.
- Staff describe how they feel very well supported and part of a cohesive staff team. They benefit from regular staff meetings and engage in peer observations where they are encouraged to reflect on their practice. Staff receive a wealth of training that contributes positively to the good level of care and attention that children receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance across the setting. They ensure that all staff complete regular training to enable them to identify potential safeguarding concerns quickly and confidently. Staff are able to describe signs and symptoms of abuse and have a detailed understanding of the wider issues of safeguarding. These include how to report concerns regarding the 'Prevent' duty and child exploitation. Leaders regularly test staff's knowledge through purposeful safeguarding quizzes and discussions during staff meetings. Staff are deployed effectively and adult-to-child ratios are consistently maintained. Staff complete detailed risk assessments and continually ensure that the environment is safe and secure.

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

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

- support staff to develop their skills in planning purposefully for outdoor learning
- refine the organisation of some group activities, to ensure that all children are

able to engage, concentrate and fully participate in the learning opportunities provided.

## Setting details

<b>Unique reference number</b>	EY497068
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10225884
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	63
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Rainbow Day Nursery Golborne Limited
<b>Registered person unique reference number</b>	RP900818
<b>Telephone number</b>	07841911977
<b>Date of previous inspection</b>	19 January 2017

## Information about this early years setting

Woodlands Day Nursery registered in 2015. It is one of four nurseries run by Rainbow Day Nursery Golborne Limited. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, except for bank holidays and one week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## 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 her evaluation of the provider.
- Discussions were held with parents, the manager and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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