

Inspection of Woodberry Day Nursery (Peartree)

135 Peartree Avenue, Southampton, Hampshire SO19 7JJ

Inspection date:

31 May 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

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this inspirational setting. They eagerly arrive, confident in the knowledge that there will be something exciting and interesting for them to do. Children develop very close attachments to the caring and nurturing staff team. Babies stretch out their arms and smile as they respond to the very warm welcome given by staff. This demonstrates that they feel exceptionally safe and secure at the setting. The well-being of children and staff is a key priority for managers as they recognise the impact this has on each child's potential development. Children show extremely high levels of confidence and become deeply absorbed in rich learning experiences. They decide what they want to do and where they wish to play. Babies enjoy exploring the musical instruments. They bang drums, move their bodies to the music and giggle in delight. Older children spend most of their day in the garden. They develop an excellent understanding of the natural world through exploration and inspirational teaching from staff. Children delight in recalling their previous learning, such as writing letters to the Queen and discovering worms in the garden.

All children, including those with special educational needs and/or disabilities, have numerous opportunities to be highly independent and make choices. They acquire exceptional skills ready for their eventual move to school. Children's behaviour is exemplary. They are highly respectful of the setting's rules and follow these consistently. Younger children share, take turns and show great kindness to each other. Older children are excellent role models and are keen to lend a hand to those who need it.

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

- Leaders are highly inspirational. They have a clear, ambitious vision of the nursery, which is evident by their continuous evaluation and reflection. Leaders initiate early interventions to ensure that all children receive the help they need, including from other professionals, where appropriate. They use extra funding to ensure that children receive the extra support they need. There is effective engagement with staff through supervision sessions and focused actions for professional development. Recent training has made an exceptionally valuable contribution to securing staff's skills, particularly in supporting children's emotional well-being.
- Staff expertly deliver a coherent and well-sequenced curriculum. They collect a wealth of information from parents and spend ample time getting to know children. Staff tailor learning to children's needs and interests. They embrace children's culture and home languages, and successfully use these to support children. Staff's precise observations and assessments of children's learning help them to identify and close any gaps in children's learning swiftly. As a result,

children, including those who speak English as an additional language, make rapid and sustained progress from their various starting points. This ensures that all children have opportunities to reach their full potential.

- Staff understand the importance of developing children's communication and language from an early age. They continually talk to the younger children and respond warmly to their gestures, sounds and first words. Older children use language confidently and fluently to share interests, make requests and resolve conflicts. They are introduced to a breadth of vocabulary as they play, such as 'cocoon' and 'chrysalises'. All children enjoy singing a variety of songs and listen intently to staff reading and telling exciting stories. Staff use questioning effectively to encourage children to develop their communication skills.
- Staff plan opportunities for children to develop their mathematical skills in all activities. They expertly adapt their teaching to suit children of all abilities. Staff do this by engaging in children's play and introducing new concepts. For example, older children show immense pride as they master the early mathematics skills of addition and subtraction. Shape and size are discussed as children build models and categorise different-sized sticks and stones. Children eagerly consider what number comes next when singing action rhymes.
- Children are provided with healthy, nutritious meals. They develop an excellent awareness of how to follow a healthy lifestyle, and they excel in their physical development. Children climb and balance when playing on climbing structures. Young children learn how to ride bicycles and scooters. They show excellent levels of concentration and hand-to-eye coordination when using scissors. The personal care and hygiene routines are securely embedded in practice. Staff are very good at engaging children in conversations about good health and hygiene that teach children how to keep themselves fit and healthy.
- Partnership with parents is extremely effective. Staff regularly share detailed information about children's learning, and they provide extensive support to parents when needed. Parents say that staff go 'above and beyond' to support their children with their learning. They comment that their children are supported from the first settling-in visit and that they thrive at the setting. Parents are particularly complimentary about the support given by staff throughout the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of the possible signs and symptoms of abuse. They have an effective knowledge of a broad range of safeguarding concerns, including extremist beliefs and radicalisation. Staff know how to act swiftly to report any concerns and allegations about adults who may be a risk to children. They regularly attend training and complete courses to ensure that their knowledge is up to date. Leaders have robust recruitment procedures in place to ensure staff's ongoing suitability. Staff are vigilant to risks and follow the nursery's procedures to maintain a safe and secure environment for children.

Setting details

Unique reference number	2552783
Local authority	Southampton
Inspection number	10221592
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	94
Name of registered person	Woodberry Day Nursery Group Limited
Registered person unique reference number	2552780
Telephone number	023 80 422 999
Date of previous inspection	Not applicable

Information about this early years setting

Woodberry Day Nursery (Peartree) registered in 2019 and is situated in Southampton. It is one of several nurseries operated by the same provider. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 16 members of staff. Of these, 10 staff hold appropriate qualifications at level 3 and one holds a qualification at level 2.

Information about this inspection

Inspector

Joanne Allen

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 this into account in their evaluation of the provider.
- The provider and manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to staff at appropriate times during the inspection. Parents shared their views on the nursery with the inspector.
- The inspector carried out a joint observation of a group activity with the provider and manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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