

Inspection of Woodlands Nursery

Sysonby Acres Leisure Park, Asfordby Road, Melton Mowbray LE13 0UT

Inspection date: 27 June 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive at this welcoming setting excited and ready to learn. They greet staff warmly and display strong emotional well-being. Babies show positive relationships with key staff, raising their arms for a cuddle as they arrive. Toddlers and pre-school children bound into the room and are full of energy from the start. Children show a positive attitude to learning, and staff ensure that the curriculum offered reflects their interests and enables them to make the progress they are capable of.

Children behave well. They are helped to share and take turns through staff's positive and gentle interactions. When pre-school children squabble over whose turn it is to play with the wooden truck, staff remind them to use the sand timer in order to have 'their turn next'. Children listen and comply. Staff guide babies and toddlers to behave appropriately through positive role modelling. Children have good communication and language skills, which are supported well by the staff team. Staff ensure that they provide children with a language-rich environment. They read stories, sing rhymes, talk to them and with them as they play.

Staff consistently help children to gain confidence in their abilities. Children develop good levels of independence and a can-do attitude. Babies who are learning to walk confidently crawl up small ramps, and climb in and out of tyres. Toddlers carefully transport mud and sand from one area to another. Pre-school children use knives safely to cut up real vegetables in the home corner. Children love being outdoors and staff ensure that, no matter what the weather, children of all ages can play outside.

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

- The leadership team, manager and staff have worked tirelessly to make the necessary changes that have had a huge impact on the provision. They all have high ambitions for what children can do and this is reflective in the good progress children make. Overall, the manager and staff deliver the curriculum effectively to encourage children's development and understand how to sequence children's learning to help them progress. However, sometimes, children with special educational needs and/or disabilities are not always challenged as much as others, particularly when their key worker is absent from the setting.
- Staff use assessment well, to plan children's learning. They use children's interests to plan appropriate and challenging next steps.
- The new manager is enthusiastic and passionate about her new role. She ensures that every child is treated as a unique individual and able to make the best progress they are capable of. She monitors staff practice and offers regular

supervision and support to ensure that the quality of education is strong.

Training needs are identified and help to improve staff practice. For example, recent mathematical training has helped staff in the pre-school support children with a broader understanding of number, rather than just counting.

- A particular strength of this setting is the access children have to the outdoors. They have free-flow access to the outdoors as well as regular access to the forest school. Consequently, children have good physical skills and have confidence to try new things. Babies test their physical capabilities as they climb onto a rocking horse unaided by staff. Toddlers begin to use wheeled toys with growing success and pre-school children use water to make the 'mud slide' wet, to allow them to slip and slide down it.
- Pre-school children enjoy hunting for bugs in the forest school area. They use magnifying glasses and are helped by staff to search for bugs. Staff ask the children where they think the bugs are hiding. Children know this is in 'dark' and 'damp' places. They hunt under logs and under tarpaulin. Children show extreme delight as they find a red spider, carefully collecting this and placing in a magnifying beaker to look at more closely.
- Partnerships with parents are strong. Parents spoken with comment on the positive changes that have taken place since the last inspection. They state they feel very much included in what goes on in the setting. Parents know who their child's key worker is and have opportunities to discuss their learning and progress, both verbally and through a website application. Webinars are offered regularly for parents on such topics as health and the early years foundation stage, to help them be more informed of how children learn and develop.
- Occasionally, in some of the rooms during key times, such as after meals, the atmosphere can be somewhat noisy and chaotic. Staff encourage children to come together for a story or singing session, but children get easily distracted during this time. This can cause disruption and lead to a lack of concentration for some children. As a result, children become confused and unsure of what is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They keep abreast of changes through completing regular training. Additionally, the manager asks staff 'on the spot questions' each morning to ensure knowledge is embedded. Recruitment and vetting processes are robust, ensuring all those who work with children are safe and suitable. Risk assessments are thorough, used by staff each day and checked by management, to ensure areas children access are safe and suitable for their play. Children learn to keep themselves safe in their play. For example, they know to go around the fire-pit boundary and not through it, even when it is not alight.

What does the setting need to do to improve?

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

- consider the needs of every child during forest school activities, particularly those with special educational needs and/or disabilities, to ensure every child is challenged and engaged appropriately
- manage transitions more effectively, particularly after meals, to enable children to be able to concentrate and focus their attention more effectively.

Setting details

Unique reference number	EY467495
Local authority	Leicestershire
Inspection number	10220983
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 10
Total number of places	93
Number of children on roll	111
Name of registered person	Park Lane Kids Ltd
Registered person unique reference number	RP907703
Telephone number	01664562277
Date of previous inspection	6 January 2022

Information about this early years setting

Woodlands Nursery re-registered in 2020 and is situated in Melton Mowbray, Leicestershire. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 6, 3 and 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Out-of-school care is provided before- and after-school and during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the curriculum offered to children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector and the manager completed a joint observation together.
- The inspector held discussions with the leaders, staff and children at appropriate times.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022