

Inspection of The Woodrows Nursery

Bockings Elm Hall, 465 St. Johns Road, Clacton-on-Sea, Essex CO16 8DU

Inspection date: 5 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children's progress is not consistently supported. The educational programmes are not always suitably challenging to support all children's learning, including those with special educational needs and/or disabilities (SEND). Staff do not make the best use of existing resources to provide activities and experiences that continually stimulate, interest and excite children. This often results in a disruptive and noisy environment, where staff are not able to manage multiple children's learning needs at the same time.

Children know the daily routines. They sit on chairs in a large circle for registration time. Children eagerly respond to their names to let staff know they are there. They stand up and wait for one of their friends to gently touch their head as they count how many children are present together. This helps to support children's mathematical skills. However, these large-group activities take too long. The learning intentions become lost as staff are distracted keeping younger children and those with SEND calm and sitting down.

Despite the weaknesses, children arrive happy and settle quickly. They have positive relationships with staff and other children. Children enjoy playing with their friends, indoors or out in the garden. They use their developing imaginative skills to pretend to serve ice creams, telling staff that they have strawberry or chocolate flavours.

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

- The educational programmes are not consistently ambitious to fully capture and inspire children's learning and development. For example, staff provide children with soft toys and doctors' instruments in vet-themed role play. However, they overlook ways to further extend children's learning, such as adding books and mark-making equipment. In addition, the educational programmes do not fully meet the individual learning styles and next steps for children with SEND.
- The organisation of registration and circle times does not fully take into account the different age ranges and needs of the children. For example, these activities are too prolonged for the younger children, who quickly start to fidget and shuffle about on their chairs. This makes it harder for the older children, who are generally more engaged and keener to take part.
- Children learn best when supported by staff. They keenly respond to staff's attention and their questions. Children describe what they are doing as they make models with dough. They proudly share that they have made snails and decide that a dough chair would be wobbly if the legs were not all the same length. Staff encourage children to think about size and compare their model snails against each other's. Children learn to be proud of their achievement,

which helps to support their confidence and emotional well-being.

- Parents feel comfortable to speak to staff if they have any concerns about their child's development. Staff share information about children's achievements with parents at drop off and collection times. They also send pictures of children enjoying nursery to their parents via text. However, some parents would prefer information, particularly about children's progress, to be shared more regularly to help them support their children further at home.
- Children enjoy practising their early mathematical skills. They collect different coloured balls and place them into corresponding coloured buckets. Older children decide to add purple balls to the blue bucket when they find there is not a purple bucket. They receive praise from staff for their good choice, which helps to support and raise their confidence and self-esteem.
- The manager provides staff with frequent opportunities to speak to her individually. Staff value this time to discuss their professional development and request any training they would like to complete. They work as a close team. Staff and the manager share skills and knowledge between themselves, as well as using online training providers.
- School partnerships are well developed. Teachers visit the children at the nursery where possible. This helps teachers to meet their new intake prior to the start of the new school term. Staff send out assessment reports and make phone calls to other school teachers not within the catchment area. This helps children to move smoothly on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection. They know the importance of identifying early any signs or symptoms that may indicate children are at risk of harm or abuse. Staff know what to do in the event of any concerns about children, including if they are worried children are being groomed or radicalised. Risk assessments are robust and help to ensure that any potential hazards are identified and quickly minimised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>take prompt action to ensure that educational programmes are ambitious, challenging and support each child's learning styles and needs, including those with special educational needs and/or disabilities</p>	<p>09/09/2022</p>
<p>improve the use of existing resources and equipment to consistently inspire, motivate and excite children to enjoy learning through purposeful play.</p>	<p>09/09/2022</p>

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

- make greater use of partnerships with parents to provide a more regular sharing of information to support continuity in children's care, learning and development
- develop further the organisation of group activities to help keep all children, including those with special educational needs and/or disabilities, and the youngest children fully engaged.

Setting details

Unique reference number	EY321291
Local authority	Essex
Inspection number	10232843
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	40
Name of registered person	The Woodrows Nursery Partnership
Registered person unique reference number	RP526058
Telephone number	01255 423745
Date of previous inspection	17 March 2016

Information about this early years setting

The Woodrows Nursery registered in 2006. It is based in Clacton-on-Sea, Essex. The nursery is open each weekday from 9am to 4pm during school term times. The nursery employs six members of staff, including the manager. Four members of staff hold appropriate early years qualifications at level 2 and above. The manager has early years practitioner status. The nursery receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Sue Buckingham

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 provision.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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