

# Inspection of Woodberry Day Nursery (Sholing)

229-231 Botley Road, Southampton, Hampshire SO19 0NL

---

Inspection date: 13 July 2022

---

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children walk into the setting confidently, waving goodbye to their parents. They arrive ready to play in the exciting learning environment. Younger children seek comfort from their key adults when they are unsettled. They cuddle up to staff, which helps them to feel safe and secure. Staff use children's interests to inspire their curriculum. They plan activities that will capture children's attention and spark their curiosity. For example, babies watch in awe as staff blow bubbles while singing nursery rhymes. They copy the actions to familiar songs and giggle with happiness.

Children behave well. They follow the rules and encourage their friends to do the same. For instance, they remind others when it is time to tidy up. Children develop good imaginations. They pretend that large blocks are arm bands as they act out swimming in the sea. They are confident talking to staff and sharing their ideas. Staff engage themselves in children's play and extend their thinking. Children work cooperatively with their friends. They listen and respond to each other during play. For example, they scrub the plastic cars with large brushes and bubbly water, taking it in turns and negotiating.

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

- Leaders and managers plan an ambitious curriculum, focusing on children's interests and taking into account how children learn. Staff provide exciting and varied learning experiences for children to enjoy. For example, they give children the resources they need to make slime. Children learn what happens when different materials are combined, and they get excited when they create their own colourful slime.
- Staff support children with special educational needs and/or disabilities (SEND) well. They create individual plans for children that are effective in supporting them to make progress. Staff seek out advice from other professionals and put interventions in place quickly for children when required. They work collaboratively with a variety of other professionals to help all children to make good progress.
- Leaders and managers are highly reflective and committed to the ongoing development of the setting. Annually, they create a clear plan of things they would like to develop further and document how they are going to achieve their targets. For example, recently they have been focusing on supporting children's listening and attention. Staff report that they feel well supported by the leaders and managers.
- Staff teach children how to manage their own self-care. They support children to understand the importance of good hygiene measures, such as handwashing. Staff help children to develop their independence skills. For instance, they

encourage them to pour their own water and serve their own food. However, the organisation of the lunchtime routine in pre-school leaves children waiting a long time for their meal. This means some children become disengaged.

- Parents are very complimentary about the nursery. They are confident that their children are happy and safe and making good progress. Parents feel included in their children's learning and development. They report that they receive regular feedback from their child's key person.
- Staff observe children during their play and adapt activities accordingly. For example, they notice babies adding paintbrushes to water play and provide them with a blackboard to make marks on. This helps to ensure children are learning through activities that interest and stimulate them. However, occasionally, younger or quieter children are left on the periphery of group times and activities. Therefore, at times, some children do not fully benefit from the learning experiences available.
- Staff develop children's communication and language skills well. Children access a range of books, some of which are written in two languages. Children enjoy listening to adults read stories about crocodiles brushing their teeth. Staff use descriptive language with children as they play, which helps to broaden their vocabulary. For example, they describe the play dough as 'sticky' and the flour as 'soft'.
- Leaders ensure that additional funding is used to benefit specific children. For example, funding has been spent on purchasing multicultural resources and books to reflect the individual children who attend. This helps children to feel valued in the setting.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know what signs may indicate a child is at risk of harm. They know who the designated safeguarding lead is in the setting to raise any concerns they have. Managers test staff's understanding of safeguarding regularly and display posters around the setting for staff to refer to. They ensure that staff complete regular safeguarding training to refresh their knowledge. Managers have embedded robust recruitment procedures that include carrying out checks on new employees. This helps to ensure that individuals working with children are suitable. Staff have received appropriate paediatric first-aid training so that they can respond in the event of an accident or medical emergency.

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

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

- refine the organisation of the lunchtime routine to ensure that children do not have to wait unnecessarily

- review the delivery of group times and activities to ensure all children are engaged and participating, to take their learning to the highest level.

## Setting details

<b>Unique reference number</b>	2552782
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10221591
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	75
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Woodberry Day Nursery Group Limited
<b>Registered person unique reference number</b>	2552780
<b>Telephone number</b>	02380407007
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Woodberry Day Nursery (Sholing) registered in 2019. The nursery employs 15 members of staff. Of these, nine hold a relevant childcare qualification at level 3 or above. The nursery opens all year round from 7.30am to 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jade Orosz

## 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 their evaluation of the provider.
- The director, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with 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 inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager and the director.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022