

Inspection of Woodlands Day Nursery

111 Wetherby Road, Harrogate, North Yorkshire HG2 7SH

Inspection date:

31 August 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show that they develop confidence and independence in time for their move to school. They have a range of suitable resources to choose from. Older children learn skills, such as how to use a knife and fork, during games such as cutting up play dough. Children learn to count and recognise shapes as they add ingredients together to create their own dough. They recall what ingredients they need to make it. Older children show their imaginative thinking as they participate in games during outdoor play, such as adding soil and water together. They tell staff they are making juice and drinks. Staff play alongside children and follow their lead in play. However, staff interactions across the setting are variable. Staff do not make full use of the environment and space, both in and outdoors, to provide good-quality learning experiences for all children and keep them engaged in their play.

Children behave well. They say 'please' and 'thank you' and share toys with their friends. Older children listen and respond to staff. They line up before going inside and help with tasks appropriate to their age and stage of development, such as tidying away toys and resources after use.

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

- The new manager has a clear vision for the future. She is keen to drive improvement forward and is aware of the strengths and weaknesses of the setting. Supervision arrangements and training sessions are in place for staff. However, she has not yet had time to fully target emerging weaknesses in staff practice to ensure that all children benefit from a high-quality curriculum.
- There have been recent staff changes in the team, which introduced some disruption. This includes changes within the leadership team. There have also been a number of changes to staff. Although staff interact positively with the children and are caring, the setting requires a period of settlement to ensure that all children receive a consistent approach through the setting's key-person system.
- Children are provided with activities which help promote their physical development. For instance, young children climb over large equipment. Older children create their own obstacle courses, using tyres and crates. Children learn about healthy choices and are reminded to follow suitable hygiene practices.
- Transition arrangements for children moving between rooms and moving on to school are well supported. However, there are routine times of the day where children are left waiting too long. The children become unsettled and lose interest. This means that some learning is lost.
- Partnerships with other professionals are in place. The manager and staff share information with others regarding children's development. They receive support

and targeted learning programmes from a range of professionals to offer additional support for children with special educational needs and/or disabilities. This helps to provide a continued approach to meet children's individual needs.

- Parents comment that they feel that their children receive care and support from staff. The new manager offers regular communication to parents, including sharing information electronically as well as face to face. Parents are provided with information about what their child has been doing throughout the day. They are invited to share similar information from home.
- Staff show that they understand how children learn and complete observations and assessments. They identify what it is that children need to learn next. However, they do not plan well enough across all areas of learning to ensure that activities and experiences provide a good level of challenge to children to keep them interested and motivated to learn.
- Staff sing to children and invite them to join in with actions. Children listen to familiar stories and engage in conversations with staff. This helps to promote children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a suitable understanding of child protection issues. There is a detailed safeguarding policy, which outlines the steps to follow in the event of a concern about the welfare of a child. Staff are aware of the setting's whistle-blowing procedure and the manager understands how to report any allegations against staff to the relevant authorities. Staff complete regular safeguarding training and receive an induction when they first start at the setting. The manager follows safe recruitment practices to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

	Due date
improve staff interactions with children and make full use of the space both indoors and outdoors to help to keep children engaged in their play	28/09/2022
develop targeted supervision sessions to swiftly identify and address emerging weaknesses in practice	28/09/2022

provide a consistent approach to children's care and learning needs through a secure key-person system	28/09/2022
implement and embed an effective curriculum that provides a good level of challenge to children and keeps them motivated to learn.	28/09/2022

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

- review routine transition times of the day to ensure children are not left waiting too long before activities and mealtimes.

Setting details

Unique reference number	400105
Local authority	North Yorkshire
Inspection number	10248932
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	68
Name of registered person	Funcare Limited
Registered person unique reference number	RP523121
Telephone number	01423 886470
Date of previous inspection	25 November 2016

Information about this early years setting

Woodlands Day Nursery registered in 2000. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The setting operates from Monday to Friday all year round, apart from bank holidays. Sessions are from 7.30am until 6pm. The nursery provides government funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the nursery.
- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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