

# Inspection of Woodpeckers Nursery

Melford Road, Sudbury, Suffolk CO10 1XT

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Inspection date: 25 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they feel safe and secure at nursery. They are greeted by welcoming staff as they arrive at the gates. Children separate from their parents and carers and settle quickly. Outdoors, two-year-old children sweep up the fallen leaves. They climb into the boat to sit and look at books, independently and with staff. Pre-school children learn about real tools, such as screwdrivers and hammers. They listen well to staff as they explain that they need to wear safety goggles. Children are eager to explore how to use the tools. Staff support children to become more independent. They model to young children how to wash their hands before snack. Staff are aware of children's individual needs. They closely follow babies' routines from home, which ensures consistency in their care. Babies approach staff for cuddles and reassurance when needed.

Children behave well. They develop friendships with their peers and enjoy each other's company. Older children chat to each other as they experiment with the weighing scales and different-sized pumpkins in the role play shop. Two-year-old children are familiar with the daily routines and know that when the 'tidy up' song is played before lunch, it is time to help staff put the toys away.

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

- Leaders and staff continually monitor and reflect on the provision they provide to further develop and improve the nursery. For example, shelters and toilets have been added to the outdoor areas so that children can spend a significant amount of their day outdoors. In addition, as a result of attending training, the baby room staff have developed the sensory garden. These positive changes support those children who prefer to play and learn outdoors.
- Staff work closely with parents to get to know children and their families. They act on information received during the settling-in process to ensure children are well supported when starting the nursery. Staff ensure that effective procedures are in place to support children as they move between rooms within the nursery.
- Staff provide regular opportunities for children to visit places in the area, such as local shops, the seaside, farms and care homes. Older children listen to talks from community wardens before taking part in litter picking activities. Staff take babies for regular walks, for example to the water meadows to feed the ducks. Children can grow and harvest vegetables at the nursery allotment. These types of activities help to inspire children's natural curiosity by exploring the world around them.
- Leaders have a clear vision of what they would like children to achieve during their time at the nursery. Staff know how to support children's progress. However, they do not always consider ways in which children can sustain high levels of challenge. In addition, some staff do not effectively manage times of

transition between routine activities. As a result, children are not consistently engaged in meaningful learning.

- Staff sing songs and read stories to children spontaneously throughout the day. There are good opportunities for children who speak English as an additional language to see their home language around the nursery, through resources such as books and signs.
- The special educational needs and disabilities coordinators work closely with parents, staff and other professionals. This helps ensure that those children with special educational needs and/or disabilities are well supported.
- Parents are positive about the care their children receive. They comment that they like the 'family feel' of the nursery and their children are always happy to attend. Staff communicate with parents daily and share information through an online app. In the main, parents feel well informed. However, some parents are not fully aware of their child's key person, or what activities their individual children have taken part in during the day.
- Managers regularly speak to staff about their well-being. All staff say they feel part of the team and they are confident to approach leaders with any concerns they may have. Leaders have systems in place to monitor staff performance. However, these arrangements are not robust and do not focus sharply enough on enhancing specific skills and raising the quality of practice to the highest level possible.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers follow safer recruitment procedures when employing new staff to ensure that they are suitable. Staff follow an induction process so that they are aware of their roles and understand their responsibilities. This includes having an awareness of the nursery's, and local safeguarding partnership, procedures. Leaders check staff's ongoing suitability through supervision meetings. Staff are fully aware of their duty to protect children in their care. They can recognise signs and symptoms of abuse, and/or neglect, and are familiar with the nursery's whistle-blowing procedures. They know what to do should they have concerns about any adult's conduct.

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

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

- support staff to fully understand how to implement and sequence the curriculum, so that they can consistently build on what children know and can do
- enhance the communication with all parents to ensure that staff share specific information about individual children's care, learning and progress
- improve staff's ongoing performance management so that all staff have

individual targets to continue to strengthen their practice, to further support children's progress.

## Setting details

<b>Unique reference number</b>	251810
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10234422
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	60
<b>Name of registered person</b>	Woodpeckers Nursery Ltd
<b>Registered person unique reference number</b>	RP519125
<b>Telephone number</b>	01787 377707
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

Woodpeckers Nursery registered in 2001. It is privately owned and still run by the same family. The nursery employs 17 members of childcare staff and a cook. Of these, 16 staff hold appropriate early years qualifications at level 2 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8.45am until 4.15pm. When required, flexible hours are available from 8am, and until 5.30pm, on a Tuesday and Wednesday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Harris

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and how the provision is organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The deputy manager and the inspector jointly observed and evaluated a spontaneous group activity.
- The inspector talked to staff at appropriate times during the inspection.
- Parents provided the inspector with verbal and written feedback and the inspector took account of these views.
- The inspector spoke with the provider about the leadership and management of the nursery. Relevant documentation and evidence of the suitability of staff working in the nursery was reviewed.

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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