

# Inspection of Woodland Nursery

Woodland Community Centre, Woodland Avenue, LUTON LU3 1RW

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Inspection date: 15 November 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children thrive in this nurturing and inclusive nursery. They form exceptionally strong bonds with the staff. Children are highly motivated to learn and become deeply engaged in this vibrant and ambitious curriculum, which is linked to their interests. Children learn about rhythm and rhyming words through energetic music sessions. They develop an early understanding of mathematical concepts, as they match shapes together and confidently count how many they have. Children learn about life cycles of plants and insects. They plant their own herbs and watch them grow, then take them home to make chutney.

Children's behaviour is exemplary. They understand the rules and the expectations that staff have of them. They are polite and play harmoniously alongside their peers. During group time, children learn to take turns as they pass a teddy around and say their name. Children's self-esteem is boosted as staff consistently celebrate their achievements with positive praise and encouragement.

Many children speak English as an additional language. Staff work exceptionally well to support children to learn English. They use visual aids, and children's own home languages to develop their understanding. Children learn about what makes them unique. They learn about each other's culture and background as they celebrate and talk about festivals such as Diwali.

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

- Parents speak very highly of the setting. They comment how flexible and accommodating the setting is. Staff use a range of communication methods so all parents can keep up to date with their children's progress. They develop trusting relationships with families. Staff go above and beyond, to ensure that families have access to agencies and professionals to ensure they receive the support they need.
- The professional management and staff team are dedicated to creating a stimulating and innovative environment for children. They continually reflect on the provision to ensure that children are provided with the best learning opportunities. For instance, a recent change in the layout of the room has enabled staff to focus more precisely on the learning needs of the children in each age group.
- Staff are aware of the impact the pandemic has had on children's learning. They have adapted the curriculum to support children's communication and language. This includes songs, rhymes, and stories. They model language and encourage discussion, opinions and individual thoughts, to support children to develop their speaking skills.
- Healthy lifestyles are promoted in the nursery. Children have daily opportunities

to play in the well-resourced outside area. Children thoroughly enjoy jumping and splashing in puddles. They learn about the importance of a healthy diet. Visits from professionals teach children about oral health.

- A cosy reading area invites children to explore books. Staff read with animation and expression. Children enjoy discovering the story of when a tiger came to tea. Staff ask meaningful questions about the story, which helps embed their understanding. Children visit the library and continue their interest in books at home as they enjoy taking story packs home to share with their families.
- Children are extremely independent. They instinctively know to wash their hands before snack. They quickly learn to use the toilet independently and dress themselves. They confidently use tools for a purpose. For instance, they use tongs to serve their snack and pour their own drinks. Children use scissors to cut out shapes and make 'movie tickets'. This helps them to be confident and successful as they move onto the next stage of their learning.
- The provision for children with special educational needs and /or disabilities (SEND) is excellent. Staff are highly proactive in seeking out support and advice from external professionals, such as speech and language therapists. Funding is sharply focused to ensure the needs of children with SEND are met. A dedicated sensory room provides space for children to relax and enjoy sensory experiences.
- Staff report high levels of well-being. They receive highly focused support for their professional development. Any issues are quickly identified, and targeted training is provided. This ensures that teaching remains at the highest level across the staff team.

## Safeguarding

The arrangements for safeguarding are effective.

Managers are dedicated to ensuring that staff have excellent knowledge in how to keep children safe. Training provided is extremely effective and supports staff to uphold their safeguarding responsibilities. Detailed policies and procedures ensure staff are clear on reporting procedures if they have concerns. Managers have rigorous processes in place to ensure the safe recruitment and the ongoing suitability of staff. Staff remain vigilant and supervise children extremely well. They teach children how to keep themselves safe when playing, as they remind them to walk inside.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY494045  |
| <b>Local authority</b>                             | Luton   |
| <b>Inspection number</b>                           | 10236740  |
| <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>                               | Sessional day care  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 50  |
| <b>Number of children on roll</b>                  | 62  |
| <b>Name of registered person</b>                   | Woodland Nursery Partnership  |
| <b>Registered person unique reference number</b>   | RP904180  |
| <b>Telephone number</b>                            | 01582 579221  |
| <b>Date of previous inspection</b>                 | 2 February 2017   |

## Information about this early years setting

Woodland Nursery registered in 2015. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, during term time. Sessions are from 8.30am until 11.30am and midday until 3pm. There is an optional lunch club from 11.30am until midday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Woodhead

## Inspection activities

- 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 manager and has taken that into account in their evaluation of the setting.
- The managers joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors. She discussed children's progress with staff.
- The deputy manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff files and safeguarding documents.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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