

Inspection of Little Woodlings Nursery LTD

Claverley C Of E School, Aston Lane, Claverley, Wolverhampton WV5 7DX

Inspection date: 13 December 2022

Overall effectiveness	Outstanding
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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

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are confident, capable learners who have a drive to achieve in this outstanding nursery.

Staff have a clear vision for promoting children's sense of community and to build on their prior experiences. Children's love of books and reading skills are promoted through staff taking children on regular trips to the library van. Children learn how to walk safely to the local community café. They gain mathematical skills, such as the value of money to purchase a nutritious snack while there. Children learn how to behave in public places, which is role modelled by staff. Children learn to sit down when eating and use good manners towards others that they meet.

Respect and tolerance is promoted through all aspects of the provision. Children learn about the lives of others through exchanging letters with other education settings across the country. Staff also invite parents in to share with children the customs of their religions, such as Sikhism. Children also develop a new or deeper understanding of Christianity through trips to the village church and meeting the Reverend. These activities help to prepare children very well for life in modern Britain.

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

- The curriculum plans are highly ambitious for all children, especially in the context of the negative impact COVID-19 has had on some groups of children who attend the nursery. Staff understand the curriculum intent very well and implement the curriculum through inspirational and excellent teaching. Less-experienced staff receive the support they need to build on their teaching skills rapidly, such as their use of questioning skills. The impact of the curriculum is highly positive for children. Children with special educational needs and/or disabilities (SEND) make rapid incremental progress in their development. All other children who have been adversely impacted by COVID-19 reach their expected levels of development to ensure they are prepared for their next stage of development, including starting school.
- The standard of care staff provide to children is excellent, each child is nurtured to be the best they can be. Key persons have a very strong focus on children's personal, social and emotional development, this is the key to children's success across the curriculum, to master new skills overtime.
- The owner is highly successful in her leadership of the nursery. The programme of professional development helps staff to gain the knowledge and skills they need to deliver a successful curriculum. Staff workload is manageable because of the steps taken by the owner to reduce unnecessary written assessment. Staff report their well-being is high because of the regular one-to-one meetings

leaders hold with staff to support them.

- The curriculum plans have a strong focus on communication, language and literacy. Staff use the knowledge and skills gained from training to provide daily intervention sessions to boost children's communication and language development. This has a superb impact on children. They learn how to construct simple three-part sentences. Staff model the pronunciation of words subtly for children to hear and use correctly. Teaching is rich and varied to help children develop associated knowledge and skills. This includes recognising numerals and shapes, labelling feelings and using finger and thumb movements to develop small-muscle movements in their hands.
- Staff's partnership working goes above and beyond. Children with SEND benefit from a multi-agency approach to their development. Children who also attend another early years setting, receive a coordinated approach to their learning because staff are proactive in exchanging information about children's development. The close working relationship between the host school staff and nursery staff aids the refinement of the curriculum overtime through evaluating the impact of the curriculum.
- Evaluation leads to ambitious development. The owner and other staff benchmark practice with the providers and staff of other early years settings. This has enabled the staff team to identify ways to enhance the nursery environment. This has successfully accelerated children's imaginative play through the open-ended resources now available to them.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given a high priority through a dedication to identify any concerns about children's welfare and help families through ensuring they receive the support they need. The owner takes a cautionary approach to the management of safeguarding. She implements appropriate procedures to aid the safe recruitment of staff and the management of concerns about staff suitability. The curriculum plans focus precisely on children acquiring the skills they need to keep themselves safe. For example, children learn how to use video streaming platforms to obtain information but also how to respond to inappropriate content.

Setting details

Unique reference number	2602373
Local authority	Shropshire
Inspection number	10263346
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	24
Number of children on roll	49
Name of registered person	Little Woodlings Nursery LTD
Registered person unique reference number	2602372
Telephone number	01746 710203
Date of previous inspection	Not applicable

Information about this early years setting

Little Woodlings Nursery LTD registered in 2020. It is operated by a private provider from within the host school. The nursery operates from 7.45am to 6pm, Monday to Friday, during term times. The nursery is also open for wraparound care for school-age children. The provider employs three members of staff, all of whom have a relevant early years qualifications at level 3 and above. The owner, who is also the manager, holds a relevant qualification at level 5. The nursery is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

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 owner, who is also the manager, and the inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.
- Children communicated with the inspector during the inspection. The inspector talked to staff at appropriate times during the inspection. Parents shared their views of the setting with the inspector. The headteacher of the host school spoke with the inspector and shared their view via written feedback.
- The inspector spoke with the owner about the leadership and management of the setting. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- 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 carried out a joint observation of a communication, language and literacy activity with the owner.

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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