

Inspection of Woodpeckers Nursery Ltd

Hangleton Primary School, Dale View, Hangleton, East Sussex BN3 8LF

Inspection date: 20 January 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

All children, including those with special educational needs and/or disabilities, learn and develop well in this calm and nurturing nursery. They benefit greatly from the caring attention given by staff, who accept children's differences and value each child as an individual. For example, children who find it difficult to come into the nursery are given time to settle with a member of staff in the hallway. Children are quickly engaged in play with the range of sensory toys and equipment that fix their attention and strengthen their coordination. Children behave very well. They follow the clear expectations of staff, who model showing respect for others and the environment. Children cooperate together as they play and show they feel part of the group.

Children learn valuable independence skills. They are encouraged to manage their own self-care with minimal support in readiness for the eventual move to school. Children choose from a range of activities that spark their interest and enjoyment, both indoors and outdoors. For example, they are excited to find the water outside has frozen. Children discuss with staff what has happened and why. After several inventive tries, they solve the problem of how to safely break up sheets of ice. They are proud of their success.

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

- Staff focus very well on developing children's communication and language skills. They repeat speech and add new vocabulary as children play. Staff consistently use signing and picture clues to enhance all children's understanding. They encourage conversation through carefully planned opportunities. For example, children use puppets to retell stories, and old phones to hold pretend conversations with their friends and families.
- Staff help children understand the similarities and differences between people, their backgrounds and cultures. For example, they routinely plan activities to celebrate festivals that directly relate to the children or the diverse staff team, such as Chinese New Year. Children thoroughly enjoy trying to eat noodles using chopsticks. Children with English as an additional language are encouraged to use their first language as they play and are fully engaged in learning.
- The manager and staff know the children well and plan carefully for each child to make progress. Children who may need additional support are identified quickly. The provider and manager work with a wide range of other professionals to ensure all children have the help they need. They use additional funding to give targeted support for disadvantaged children, for example by providing specific resources or flexible nursery sessions, for instance.
- The experienced provider and manager know the staff team well and actively support their well-being. Staff say they enjoy their work, which helps to make a

happy learning environment for children. They are encouraged to take up regular training and extend their qualifications to the benefit of children. For example, staff have recently been trained to further support children who have speech and language delay.

- The manager shares her expertise as she works alongside staff. She monitors staff practice and has clear plans for continuous improvement. Staff generally show good teaching skills and children make good or very good progress in their learning and development. However, at times, some staff give children too many suggestions and directions and do not build on children's own play and interests. Occasionally, they do not step in when needed to teach specific skills, such as how to hold scissors.
- Children listen carefully and happily tidy up their toys when asked. Staff use prompts, such as visual timetables and timers, to help children understand the plan of their day and feel secure. However, the routine involves several changes of activity when all children are expected to stop what they are doing. This disrupts children's concentration on their play and learning.
- The manager and staff form very successful partnerships with parents. Staff give support with issues, such as potty training or reading at home, and invite parents into the nursery to share their skills. Parents praise the warm and friendly atmosphere at the nursery. They say their children are happy and making good progress. Older children are well prepared for school.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff receive regular training about first aid and safeguarding. Staff confidently identify the possible indicators of child abuse, and know what to do should they have any concerns about a child's welfare. They receive regular updates about safeguarding issues and discuss these to help keep children safe from harm. The provider follows good recruitment processes that help to assure the suitability of adults working with children. Children and staff practise emergency evacuation regularly, so they know what to do in case of fire. The premises are well-maintained and secure.

What does the setting need to do to improve?

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

- strengthen the teaching skills of less experienced staff, to help them know when adult direction or suggestions are needed and when to allow children to develop their own ideas
- review and improve the routines of the day to allow children sufficient time to focus on an activity.

Setting details

Unique reference number	2603828
Local authority	Brighton and Hove
Inspection number	10251630
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	26
Name of registered person	Woodpeckers Nursery Ltd
Registered person unique reference number	2603827
Telephone number	07472435683
Date of previous inspection	Not applicable

Information about this early years setting

Woodpeckers Nursery Ltd registered in 2020 in Hangleton in Brighton. The nursery is located on a school site, but is a private company. The nursery is open on Monday to Friday, from 8.45am to 4.15pm, for 41 weeks of the year. The nursery has six staff, five of whom hold a qualification at level 3 or above.

Information about this inspection

Inspector

Sue Suleyman

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 provider and has taken that into account in her evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager and discussed how she monitors and improves staff practice.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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