

# Inspection of Woodleys Park Day Nursery

2 Kent Road, NORTHAMPTON NN5 4DR

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Inspection date: 30 January 2023

<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

All children attending this nursery, including those with special educational needs and/or disabilities (SEND), show that they feel safe and have a sense of well-being. Children benefit from the staff's caring approach towards them. Staff gently settle babies to sleep and provide reassurance for those babies who need it. Children are excited to join in with the activities on offer to them. For example, pre-school children confidently speak about the drawings they are doing. Later, they join their friends who are busy using cardboard boxes and tape to make a 'boat'. This follows conversations children have about their recent holidays.

Staff help all children to join in with play. Two-year-old children become fully engaged in playing with pretend food. They listen to staff as they name the different foods, and children pour them all into a pot. Children laugh as they enthusiastically stir with a wooden spoon. Children rise to the challenges staff provide them with. Staff know the children well and plan effectively to help them move forward in their learning. For example, children with SEND have targeted support to make friends and play alongside others in the small 'STRIVE' group. Staff continue this support in the child's group room to help them develop the skills they are learning. The dedication from staff contributes to the rapid progress children make in their confidence and social skills.

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

- The company management team works effectively with the manager and staff. Staff's ongoing professional development and well-being are supported. Overall, this results in staff demonstrating a good understanding of how to engage and interact with the children. However, some staff are unclear about their own identified targets and areas where they need to improve their practice to ensure that the good standards of interaction and teaching remain consistently strong.
- Children with SEND are given every opportunity at this inclusive nursery. Staff have high expectations for the children's achievements. They work closely with parents to ensure that children receive a consistent approach and to widen the experiences children have at home. For example, they help children to learn to sit together at the table and use cutlery to eat their meals. The staff receive training in SEND, which helps them to quickly identify if children are not developing as expected so that additional support can be put in place. Staff focus highly on the two- and three-year-old children who were born during the COVID-19 pandemic. One of the ways they do this is by using effective strategies to help them begin to recognise and manage their feelings.
- Children respond to the staff's clear explanations and reminders about the expectations for behaviour. Children listen when staff talk to them about being kind to their friends. Children with additional needs begin to understand the

expectations through support from staff as they show them pictures to indicate what is happening now and what will happen next. Children play well together. They are learning to share and show respect and care to one another.

- Staff actively promote children's developing communication and language skills. Children listen to staff and eagerly follow their instructions during games such as 'What's the time Mr Wolf?' Most children cope very well with taking some responsibility at lunchtime. For example, they get plates, cutlery and cups ready and serve the food themselves. Staff speak clearly to children so that they know what is expected of them and use words to extend children's vocabulary. However, occasionally, the activities are not fully appropriate for the children taking part. This results in children not learning as much as they could.
- Staff in all rooms actively promote children's independence skills. Children are encouraged to help themselves to drinking water, and they help to wash up the plates after snack time. Children choose the activities they want to take part in, and staff enable them to lead their own play. For example, when children explore numbers and small construction blocks, some are keen to add the large tweezers. Children challenge themselves to use the tweezers to pick up the blocks. Staff support children to do this and give them lots of praise for their efforts and achievements. This positive support contributes to children being confident to keep trying.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are confident to discuss safeguarding concerns and know how to recognise changes in children's well-being. They complete regular safeguarding training, which helps to ensure that their knowledge of procedures for recording and reporting concerns remains up to date. Managers have robust systems for recruiting suitable staff. For example, they advertise for staff who have specific skills to extend their support for children with SEND, and they follow effective induction procedures. The premises are safe for children. Thorough risk assessments and effective staff deployment and supervision of children contribute to their safety.

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

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

- plan activities so that they are appropriate and meaningful for all children taking part and fully promote their learning
- extend the monitoring of individual members of staff's professional development to promote a shared understanding of their own targets to continually enhance their practice.

## Setting details

<b>Unique reference number</b>	EY413169
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10269997
<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 10
<b>Total number of places</b>	74
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Woodleys Farm Day Nursery Limited
<b>Registered person unique reference number</b>	RP902157
<b>Telephone number</b>	01604 751 875
<b>Date of previous inspection</b>	10 May 2017

## Information about this early years setting

Woodleys Park Day Nursery registered in 2010 and is located in the St Crispins area of Northampton. It is one of three nurseries operated by a limited company. The nursery employs 14 members of childcare staff. Of these, 11 hold early years qualifications from level 2 to level 6, including one who has early years professional status and one who has early years teacher status. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Eastwell

## 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 their evaluation of the nursery.
- The inspector observed the quality of education during various activities, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector had a learning walk together.
- The inspector carried out a joint observation with the manager and discussed the teaching and learning.
- The inspector held a meeting with the nominated individual, the manager, the senior nursery manager, the SEND and inclusion manager and the business and evolution manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

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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