

Inspection of Woodpeckers Day Nursery

Abbey Wood, Stoke Gifford, Bristol BS34 8JH

Inspection date: 22 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy, and they settle well. Children display good attitudes to learning and are eager to get involved in the range of activities on offer to them. From the outset, staff get to know children well. They work closely with parents to gather information about the children and their wider families. Staff use the information that they gather to offer continuity of care for children and help make the transition from home to the nursery smooth. As a result, children build warm and positive bonds with their key person. This supports children's emotional development. Parents are complimentary about the support, advice and guidance they receive from the staff.

Children develop good independence skills during their time at the nursery. This enables them to learn good self-care skills that they require for their future learning. Children build friendships and get on well with others. Children are confident communicators, and they learn positive social skills during their time at the nursery.

All children, including those with special educational needs and/or disabilities (SEND), make good progress in all aspects of their development. Staff support children's learning well, ensuring the curriculum inspires children and reflects their needs and interests.

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

- Leaders and staff provide children with a well-balanced curriculum that is child-centred. Staff make good use of and plan exciting learning environments, both indoors and outdoors. This helps children to be inspired and stimulated in their play. Young children particularly enjoy practising their physical skills as they crawl, cruise and climb on equipment. Toddlers enjoy singing sessions, and older children enjoy settling down in cosy spaces with books.
- Staff use assessment well to check what children know and can do to inform their teaching. This means staff can react to the specific interests and needs of individual children to plan what they need to learn next so that they make the best possible progress.
- Children have vast opportunities to engage with literature. Some children borrow books to read at home with their families. Others use computer tablets to scan codes on books enabling them to watch the story and listen to it alongside a hard copy of the book. Literacy is well promoted across the nursery.
- Staff encourage healthy lifestyles. Children have nutritious, freshly cooked meals according to their dietary needs and preferences. They have excellent opportunities to be outdoors in the fresh air. Children engage in a range of physical play, which promotes their well-being and supports good health. For

example, young children show excitement as they practise kicking a ball to a member of staff, and older children play games such as 'What's the time, Mr Wolf?'

- During lunchtime routines among the older age groups, staff do not always focus their attention on engaging in high-quality interactions with children as they are preoccupied with the changeover. At times, this results in some children becoming restless as they sit at tables for long periods waiting for their lunch. Others find it hard to settle more quickly into play after the lunchtime period.
- Staff promote children's communication and language skills well. They introduce new vocabulary to children, give a commentary to their play and use a range of descriptive words to enhance their language skills further. Staff use effective strategies to help all children communicate. For example, staff working with SEND children use sign language and visual aids alongside spoken words to help them understand, communicate their needs and make their own choices.
- Staff are good role models. They have high expectations for children's behaviour and consistently reinforce the nursery rules. However, occasionally, some staff do not fully explain behaviour expectations to children and the reasons for them being in place. As a result, children do not always fully understand what is expected of them.
- Leaders are passionate and dedicated to providing good-quality care and education for children. They have high expectations and place strong focus on continually developing staff skills. Leaders offer very good support and supervision to staff that is tailored to the needs of the individual. As a result, staff have very good professional development opportunities and morale is high.

Safeguarding

The arrangements for safeguarding are effective.

The nursery fulfils its responsibility to safeguard children. Staff have a good understanding of how to protect the children in their care. They have good knowledge of the signs and symptoms that may indicate a child is at risk of harm. They know the procedures to follow to report concerns. Leaders undertake robust recruitment processes to ensure staff working with the children are suitable for their role. All staff have regular safeguarding training to keep their knowledge up to date. Staff use good risk assessment to ensure children's safety, including when on outings.

What does the setting need to do to improve?

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

- improve the organisation of the daily routines, with particular regard to lunchtime, to make the most of every learning opportunity
- ensure all staff help children to learn the boundaries and expectations to develop

a greater awareness of why some rules exist.

Setting details

Unique reference number	136120
Local authority	South Gloucestershire
Inspection number	10279231
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	0 to 4
Total number of places	134
Number of children on roll	107
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0117 244 5770
Date of previous inspection	16 August 2017

Information about this early years setting

Woodpeckers Day Nursery is a workplace nursery based at the Ministry of Defence site at Abbey Wood, South Gloucestershire. It registered in 1996 and is run by Bright Horizons Family Solutions. The nursery opens each weekday, for 51 weeks a year, from 7.30am to 6pm. There are 31 members of staff. Of these, 21 staff hold appropriate qualifications ranging from level 2 to level 6, including one member of staff who has qualified teacher status. A further 10 staff are unqualified. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Dominique Allotey

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 leaders and has taken that into account in her evaluation of the nursery.
- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector and the deputy manager completed a learning walk together across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children 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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