

Inspection of Pomfret Woodland Community Nursery

Pomfret Children's Centre, Rookhill Road, PONTEFRACT, West Yorkshire WF8 2DD

Inspection date: 2 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are confident and motivated to learn in this stimulating and welcoming nursery. Staff value each child and have high expectations of their ability to learn and behave. They find out about and follow babies' care routines from home. This helps babies to settle quickly. Children's interests are reflected in the daily curriculum. Consequently, children enjoy activities and concentrate well. They make good progress and gain the skills for the next stage in their learning.

The curriculum is varied and interesting. For example, children learn about the world around them. Staff and children learn about insects. In the last few weeks, they have made a wormery and hunted for bugs in the outdoor play area. This week they are focusing on bees. Children learn and use new words with confidence in their independent play, such as 'antenna'. They can explain that insects use their antennae to hear and smell.

Children are expressive and creative. They enjoy exploring paints to make blossom pictures using pictures to help with their designs. Children further test their design skills to create artwork depicting bumble bees from a range of craft materials. Children learn to share and take turns well. Staff remind children to use 'kind hands' and words as they interact with their friends.

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

- The manager enthusiastically explains how she supports staff to deliver the curriculum. Staff observe children to assess any gaps in their learning. The special educational needs coordinator and experienced staff are proactive. They put effective strategies in place to support children with special educational needs and/or disabilities while they await referrals to outside professionals. Additional funding is used well. Extra staff are employed to provide cover to key staff, so they can provide one-to-one support to children. This prevents children from falling further behind and helps to narrow the gap between them and their peers.
- Throughout the nursery, there is a strong focus on communication and language development. For instance, there is a letter sound of the week, and each area of play has new words displayed for children to learn and use with the staff's support. Younger children learn words such as 'clap' and 'bang' during a body percussion session. Children are very confident communicators, particularly in the pre-school room. They talk about their home lives, family members and the things they enjoy doing at nursery.
- Overall, children choose their own play and activity. They enjoy play both indoors and in the outdoor area. However, at times during some group activities, such as making play dough, children are not as involved or engaged. They wait

for some time to have a turn to mix or add an ingredient. This results in children who lose focus and do not learn as much as they could. Also, during pre-school carpet time, where children sing, share news and listen to stories. This large group session is not as well planned. It is noisy, and some children are not able to contribute, and they lose interest.

- There are stringent procedures for supervising and monitoring staff performance. The manager spends time in the playrooms. She supports and observes staff to help extend their skills and knowledge further. However, there are some minor weaknesses in the quality of education that have not yet been addressed. Staff who work with younger children do not allow them enough time to think and respond to questions before providing them with the answer. This reduces children's engagement in learning.
- Parents speak highly of the nursery and value the support and guidance they receive. They comment on the kind and caring staff and the wide range of activities offered to children. Staff keep parents informed about their children's progress through daily conversations. Staff share newsletters and invite parents into the nursery for open days and special events.
- Children master physical skills well. The outdoor area is spacious. Children have excellent opportunities to develop climbing, balancing and jumping skills. Children's early mathematical development is very good. Staff make the most of everyday play and opportunities to teach children how to count. Children use mathematical language to describe shape and size, and they learn to match numerals to quantity.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff are aware of their roles and responsibilities to protect children from harm. Staff undertake regular safeguarding training. This helps them to recognise the signs and symptoms of abuse and neglect. Staff understand that children may be subject to extreme or radical views. They know the procedures to follow should they become concerned about the welfare of a child or the conduct of a colleague. Staff complete daily risk assessments to identify and remove any hazards. This helps to provide a safe place for children to play and learn. Robust recruitment and suitability checks means staff are safe to work with children.

What does the setting need to do to improve?

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

- review how some group activities are organised, so that all children are fully involved, engaged and their learning needs met
- support staff to consistently ask questions which promote younger children's thinking skills and allow time for them to respond.

Setting details

Unique reference number	EY453286
Local authority	Wakefield
Inspection number	10267144
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	1 to 4
Total number of places	55
Number of children on roll	78
Name of registered person	Pomfret Woodland Community Nursery CIC
Registered person unique reference number	RP531956
Telephone number	01977 780333
Date of previous inspection	15 November 2022

Information about this early years setting

Pomfret Woodland Community Nursery registered in 2012 and is located in Pontefract, West Yorkshire. The nursery employs 15 members of childcare staff. Of these, almost all hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery offers funded early education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and nominated individual. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with 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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