

Report for childcare on domestic premises

Inspection date: 16 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children who attend this nursery benefit from a curriculum that is designed to provide them with rich and varied learning experiences that are new to them. Staff support children to develop the skills and confidence they will need throughout their education and into their adult lives. Children are happy, secure and developing positive relationships. They separate from their parents with ease and quickly settle into this warm and nurturing environment.

Behaviour is good throughout the nursery. When children need support with making the right behaviour choices, staff offer gentle reminders of behavioural expectations, such as sharing and being kind. As a result, children quickly learn to regulate their behaviour and enjoy being kind and considerate to others. Children develop their fine and gross motor skills while using chalks on the pavement outdoors, and they access pencils and crayons indoors throughout the day. This helps children to develop their early writing skills.

The manager and staff have high expectations for all children. Together, they create a curriculum that prepares children for their eventual transition on to school. Children are encouraged to follow their own interests and build on their previous knowledge and skills. Key persons use their ongoing observations and assessments to identify the next steps in children's learning and development. All children make good progress from their starting points.

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

- All staff promote independence for children and are good role models. Older children have multiple opportunities to develop their independence. They are responsible for their coat and bags, which they place on their peg when they arrive. They select their name-card and place it on the registration board. Two-year-old children learn to put on their coats and wash their hands before eating and use cutlery correctly.
- Children learn about life outside the nursery, such as through nature and listening walks in the nursery's extensive garden. Staff plan a range of stories and activities to support children's understanding of diversity in the world around them. They help to prepare children for life in modern Britain by teaching them about different cultures and festivals.
- Staff plan books linked to their curriculum focus and ensure that children become immersed in these stories. This supports children to become familiar with key books and to make links between the stories that they have read. Staff sit with babies and talk about the different pictures on the pages of books. Children demonstrate that they are developing a love of books and literacy when they enthusiastically tell visitors about the stories they have read and which are

their favourites.

- Overall, consistent routines are provided for children. This helps children to understand what happens next. However, staff do not manage the waiting times after snack and lunchtime well. This means that children sit for long periods and become distracted. This reduces the time spent in purposeful play and learning.
- Children have many opportunities to develop their physical skills. They ride scooters in the garden, kick and throw balls and develop their hopping, balancing and skipping skills during weekly tennis lessons. Staff take babies outdoors regularly. They benefit from fresh air and exercise to help promote their good health. However, occasionally, staff in baby room do not organise resources well. They do not ensure that the indoor floor space is free of clutter. This means that babies cannot always practise their crawling and walking skills when indoors.
- Partnerships with parents are effective. Parents are highly complimentary of staff and the management team. They feel that the parent app is a good way for staff to communicate with them throughout the day. Parents comment about how happy they are with the progress children make and say that their children are very happy. Staff work well with the local schools children will attend, to support their smooth transition to school.
- The manager places a high priority on staff's well-being. Staff benefit from frequent supervision sessions that help them to feel valued. They say that they feel supported by the manager and are happy in their roles.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate they have a full understanding of their safeguarding roles and responsibilities. They speak confidently about the procedures for managing any safeguarding concerns that arise. Staff know the whistle-blowing procedure to follow should they have a concern about an adult at the nursery. The manager has robust recruitment and induction procedures in place. She carries out rigorous checks to ensure that only those suitable to work with children do so. Staff supervise children well.

What does the setting need to do to improve?

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

- review the organisation of mealtime routines to ensure that children are not waiting for extended lengths of time and make the most of all learning opportunities
- ensure that the floor in the baby room is consistently well managed to maximise opportunities for young children to develop their walking more easily.

Setting details

Unique reference number	EY484522
Local authority	Shropshire
Inspection number	10265192
Type of provision	Childcare on 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	25
Number of children on roll	37
Registered person unique reference number	RP511265
Date of previous inspection	26 May 2017

Information about this early years setting

Woodlands Nursery registered in 2015 and operates from the provider's home in Hope Bowdler, near Church Stretton, Shropshire. The nursery employs seven members of childcare staff. Of these, one holds qualified teacher status and early years professional status, four hold qualifications at level 3, and one holds a qualification at level 2. The nursery is open from Monday to Friday all year round, except for bank holidays, two weeks at Christmas and two weeks in August. 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
Beverley Devlin

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 manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- A joint observation was carried out by the manager and the inspector.
- The inspector spoke with children, parents and staff during the inspection. She also took account of written feedback from parents.
- The inspector looked at various documents, including those relating to the suitability and qualifications of staff.

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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