

Inspection of Woodland Adventure Nursery

Damhouse, Astley Hall Drive, Astley, Manchester M29 7TX

Inspection date: 31 May 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this wonderful adventure nursery and are keen to enjoy the outdoor environment. They develop a love of nature and utmost respect for the natural world during their daily visits to the forest. Staff are always nearby to stimulate and spark children's interests. They skilfully help children to build on previous learning in addition to supporting them to gain new skills. Staff consistently promote the nursery's rules and create a calming atmosphere that children respond exceptionally well to. Children have a secure understanding of the high expectations for their behaviour. They develop a real sense of right and wrong and they happily engage in the inspiring experiences on offer.

Children build strong bonds with their key persons and feel safe. Babies gaze dotingly at staff, who are very responsive to their emotional needs. They benefit from daily fresh air in the forest and observe how the newly hatched ducklings grow from day to day. One-year-old children thoroughly enjoy snuggles as they listen to stories, read enthusiastically by staff. Two-year-old children squeal with delight as they run up and down slopes in the forest with a zealous practitioner. Three-year-old children lie quietly on their tummies and use a magnifying glass to investigate a bug on a log. They show exceptional care and kindness for the living creature. Staff lie alongside children, taking an interest in what they have found. They hold in-depth conversations with children, helping to expand their communication and concentration skills. Children demonstrate high levels of achievement in all areas of learning.

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

- The highly enthusiastic provider, manager and staff team create an exceedingly warm and welcoming environment for children. They design a curriculum that is very well thought out and based on children's individual needs, experiences and previous learning. Teaching is of a consistently high quality. Staff precisely implement the curriculum and have high expectations of every child. All children achieve at the highest level and develop superb knowledge and skills for school.
- Staff meticulously consider what learning opportunities would best help children to develop the physical skills they will need for future learning. For example, babies strengthen their muscles for crawling and walking. One-year-old children learn how to climb using apparatus in the safety of the nursery. As children get older, staff build on this prior learning. Two-year-old children show very high levels of confidence as they skilfully climb trees. Three-year-old children develop aptitude, self-esteem and muscle strength as they challenge their large physical skills, such as on the rope bridge or in the hammock. Children receive excellent support for their physical development.
- Staff use information from training exceptionally well to support children's

feelings and emotions. They identified that some children with special educational needs and/or disabilities (SEND) needed a quiet space. Areas have been developed for them to use. This has had a positive impact on children's emotional well-being and ability to regulate their feelings and behaviour.

- Children's voices are listened to. They eagerly contribute to planning and decisions about their learning. Younger children express their views and staff respond quickly to their needs. Older children take part in a 'children's committee', where they make suggestions. Staff help them to feel special and highly regarded. For example, they serve milk to children in china teacups and listen attentively to what they have to say. Children feel heard, valued and respected.
- Parents are extensively involved in their children's learning through regular stay-and-play sessions, parents' evenings and the online learning app. They comment that staff 'genuinely care' and are 'so attentive' to their children's needs. Parents say their children, 'come along so amazingly, particularly in their speaking skills and confidence'.
- Staff invite parents to come in to share cultural traditions with children. For example, children thoroughly enjoyed throwing paint at white sheets to celebrate the Holi festival of colours. Children learned how to create origami envelopes and practised a dragon dance for Chinese New Year celebrations. Cultural and diverse differences are highly welcomed and celebrated.
- The provider, staff, children and local residents recently raised funds to buy a defibrillator that everyone in the community can access. The provider ensures that staff and local neighbours have the technical training they need to use the new equipment. Furthermore, all staff complete paediatric first-aid training, so the setting can achieve a special accreditation. This benefits children, as all staff know what to do in a first-aid situation.
- Staff communicate that they are extremely happy and feel very well supported in their well-being and professional development. They say that the provider and manager go above and beyond to promote staff wellness and well-being. Staff attend 'Employee Awards Nights' and participate in a 'Spin The Wheel' game to win thank you gifts.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibility to keep children safe. They can confidently describe the actions they would take if they had concerns about the conduct or practice of a colleague. The manager has stringent recruitment and vetting arrangements in place to ensure that staff are suitable to carry out their role and remain suitable during their employment. New staff complete a thorough induction around safeguarding and child supervision responsibilities. The nursery is very secure. Staff use facial recognition and a password system to help to ensure that children are safely collected.

Setting details

Unique reference number	2628023
Local authority	Wigan
Inspection number	10281120
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 10
Total number of places	69
Number of children on roll	153
Name of registered person	Woodland Adventure Nursery Ltd
Registered person unique reference number	2628022
Telephone number	01942 877444
Date of previous inspection	Not applicable

Information about this early years setting

Woodland Adventure Nursery registered in 2021. The nursery employs 24 members of childcare staff. Of these, 20 hold appropriate early years qualifications ranging from level 2 to level 5. The nursery and out-of-school club opens Monday to Friday from 7.30am until 6pm, 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- This was the first routine inspection the provider 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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with the provider and the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- Staff talked to the inspector at appropriate times during the inspection. The inspector 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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