

# Inspection of Woodlands Nursery

Unit 1, The Woodlands, Kersey Maltings, Kersey, Hadleigh, Suffolk IP7 6DP

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Inspection date: 12 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children thrive in an environment that sparks their natural curiosity. They thoroughly enjoy exploring the large outdoor area, and take an active interest in nature. Older children are in awe as they see a fledgling falling from its nest. They watch closely to see if it has learned to fly, careful not to disturb it. Children love to plant both vegetables and flowers and understand how to take care of them. They independently fill up their watering cans and, unprompted by staff, water the plants. Children's love of sensory experiences is very much promoted at the nursery. For example, they explore fruit and vegetables. The children smell the leeks as they peel and cut them, and talk about the 'bumpy broccoli' as they feel the florets.

Children are making good progress in their learning. Staff are very supportive in their interactions with children and very respectful and nurturing towards them. Babies and toddlers have close attachments to staff. Children are affectionate and give staff lots of cuddles. Older children often call staff to show them what they have made. They are very proud of their achievements and seek staff's feedback. Staff respond positively, which motivates the children. Children are very happy and settled at the nursery. They are confident and articulate their needs. Children have a great time and engage in all there is to offer. They behave very well. Toddlers are developing their turn-taking skills, aided sensitively by staff who help them to share.

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

- Staff have high expectations for all children. One of their primary aims is to support children to be independent. Staff plan the environment to ensure that resources are accessible so that children can make choices. They encourage younger children to pour their drinks, put on their shoes and make choices about how they want to spend their time.
- Staff know their children very well and plan exciting resources based around their interests and what they need to learn. Children readily engage in the opportunities on offer and enjoy the time with their friends. However, some children prefer adult company and find it difficult to socialise with other children. Staff do not consistently support them to interact with others.
- Physical development is given high priority. The children enjoy taking part in forest-school activities, and much of the outdoor area has been developed to support this. The garden is well considered and set up to challenge children to push themselves physically. They practise climbing the trees and enjoy swinging in the hammock. Children use a range of tools and know they need a spade to dig a hole, but they also improvise with twigs.
- Staff place an emphasis on developing communication and language. The

nursery's curriculum is centred around books. As staff are passionate about books, the children are too. Babies take books to staff to read and show their understanding, as they point at pictures. Staff choose four books per term and base activities and resources around them. As part of 'The Hungry Caterpillar' book, children have been observing the life cycle of a butterfly. They are thrilled to see the caterpillars turn into butterflies.

- Staff help children's growing vocabulary. They use correct terminology, for example 'fledgling' when referring to a baby bird. Staff ask open-ended questions. They speak clearly and listen to the children, giving them time to think before they answer.
- Staff seize the opportunity to incorporate mathematics in everyday life. Children count the number of children present when they form a line to come in from the outside area. Staff count as babies climb the steps on the slide. Children use mathematical words to compare their heights, and talk about the depth of the holes they are digging.
- Staff promote healthy lifestyles. Children drink milk or water, and eat healthy home-cooked meals and fruit for snack. Children go for walks within the local area. For example, they visit the horses and play at the park. Partnerships with parents are good. Parents send in photos, which the children can proudly share with their friends at nursery. Parents comment that they feel well informed about their children's learning and development.
- The nursery has a good relationship with the local authority who provides them with support and guidance. The manager encourages her staff to attend training and monitors mandatory training to ensure it is complete. Staff meetings are an opportunity to check on staff's well-being and discuss a range of topics to support the children and staff's practice further.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are vigilant and can recognise the signs and symptoms of potential abuse or neglect. They are all confident in how to respond to any concerns. The reporting system within the nursery, and to external agencies, is very clear. Staff are aware of the wider safeguarding issues, such as county lines or radicalisation. They know what action to take should they be concerned about a member of staff's behaviour. Thorough risk assessments are in place so that all children remain safe. Staff's suitability is checked through robust recruitment practices.

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

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

- strengthen the support given to key children to develop their social interactions with their peers.

## Setting details

<b>Unique reference number</b>	2633585
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10289170
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Emma's Small World Limited
<b>Registered person unique reference number</b>	RP910584
<b>Telephone number</b>	01473554193
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Woodlands Nursery registered in 2021. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including two with early years professional status. In addition two of the staff are qualified forest-school teachers. The nursery opens from Monday to Friday during term time, with a holiday club during the school holidays. Sessions are from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Emily Holt

## 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 provider.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interactions between staff and children and spoke with children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability 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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