

Inspection of The Woodrows Nursery

Bockings Elm Hall, 465 St. Johns Road, Clacton-on-Sea, Essex CO16 8DU

Inspection date: 13 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show they are happy and settled as they excitedly arrive at the nursery. They are warmly greeted by happy, caring and nurturing staff. Children have established close bonds with their key persons and settle quickly. Children are enthusiastic, demonstrate an eagerness to learn and become engrossed in their play, leaving their parents with ease. Staff build on children's interests, developing needs and what they already know to inform the curriculum. Children are aware of the high expectations of staff, who are good role models. They speak with kindness and respect to the children, who in turn demonstrate good manners and behaviour. Children make friendships and invite their friends to sit with them at group times.

Children flourish outdoors and know how to keep themselves safe. They tell visitors to the nursery of the need for sun hats, sun cream and lots to drink to protect themselves from the sun. They balance beanbags on their heads and giggle when they fall. Children self-select resources and negotiate well with one another how to share the toys. They practise early writing skills as they make marks, using large chalks, brushes and water. Children have immense fun in the hospital role play and transport resources from inside to outside. They sit in the garden to bandage their friends' arms and explain in detail to staff about their 'injuries'.

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

- Children make good progress while at the nursery. They benefit from a broad curriculum that challenges their thinking, indoors and outdoors. All areas of learning are promoted well, and there is a strong focus on supporting children's speech and language and emotional needs. Children are taught by staff who are very knowledgeable of how children learn. They know their key children extremely well. Children show enthusiasm to investigate. They show curiosity, ask lots of questions and demonstrate they are keen to learn new things.
- Partnerships with parents are effective. The manager and her team invest time in getting to know the children and the family. Parents speak exceptionally highly of all aspects of the nursery. Many comment that the nursery is their child's 'happy place' and that the staff are 'amazing'. Parents were keen to speak with the inspector and express their gratitude for the support and advice they receive. They feel reassured leaving their children with the trusted staff.
- The manager and her team have worked hard since the last inspection and have welcomed support from outside agencies to address the actions and recommendations made. Staff have a positive attitude towards training as they are aware of the importance of this to improve outcomes for children. There is a culture of self-evaluation. The manager is very 'hands on' and routinely monitors staff's practice. She supports staff through supervision sessions, informal daily meetings and appraisals. All staff speak of feeling valued. They comment that

they relish their time at the nursery and have a genuine love for their job.

- Children make good progress in their speech and language development. Comprehensive assessments enable staff to plan precisely for what each child needs to learn next. This includes children who speak English as an additional language and those who have additional needs. Staff are good role models and speak respectfully to the children. They engage them in meaningful conversations and introduce new words to broaden their vocabulary. Makaton signs are also used to communicate and help children understand.
- Staff are gentle in their approach to the children and teach them the skills they need for successful future learning and transitions to school. The routines of the nursery and planned activities mean that children can make decisions for themselves. For example, play is not interrupted as children independently cut fruits and decide when they want to eat snack. Children learn how to regulate their emotions as staff are sensitive towards their feelings and guide them to make the right choices. Children's behaviour is very good.
- Children enjoy stories in small groups as staff read to them on request. They interact with the story and are encouraged to predict what is happening. There is a well-stocked book area. However, the presentation and accessibility of books do not inspire children to read and enjoy stories independently. In addition, while children relish their time outdoors, presentation of some activities and too many resources make it difficult for children to use them.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who has the responsibility as designated safeguarding lead, makes sure that any concerns about a child's safety or well-being are referred to the appropriate agencies promptly. All staff members demonstrate that they have a comprehensive knowledge and understanding of how to protect children's welfare. Completion of regular safeguarding training means that they can confidently discuss possible signs and behaviours that may suggest a child is at risk of harm, including wider issues of child protection, such as radicalisation. A thorough recruitment process ensures the suitability of staff. Staff teach children how to manage safe risks through well-planned activities in a safe and secure environment.

What does the setting need to do to improve?

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

- improve presentation of some resources, such as the book area and garden, to ensure that children can take full advantage of what is available to support their learning and development.

Setting details

Unique reference number	EY321291
Local authority	Essex
Inspection number	10248976
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	32
Name of registered person	The Woodrows Nursery Partnership
Registered person unique reference number	RP526058
Telephone number	01255 423745
Date of previous inspection	5 July 2022

Information about this early years setting

The Woodrows Nursery registered in 2006 and is based in Clacton-on-Sea, Essex. The nursery is open from Monday to Friday, term time only. Sessions are from 8am to 4pm. The nursery employs five members of staff, including the manager. Three members of staff hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the second routine inspection the nursery 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.
- The manager and the inspector had a learning walk together and discussed the curriculum and what the team wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children during the inspection.
- Parents provided the inspector with oral and written feedback.

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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