

Inspection of Redwood Early Years

Emmbrook Infant School, Emmbrook Road, Wokingham, Berkshire RG41 1JR

Inspection date: 30 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 demonstrate high levels of confidence and independence. They show a love for learning at this nurturing nursery. Staff warmly engage with children throughout the day, which helps to create an atmosphere of mutual respect. They happily interact with children, who especially delight in making up their own games. For example, staff join in a treasure hunt game led by children. During this enjoyable experience, children use prepositions well to give precise instructions to locate the treasure. Children become competent communicators.

The manager and staff highly value children's and parents' views. They have taken their ideas on board to create a unique, well-sequenced and ambitious curriculum. Staff plan a wide range of enriching activities that children may not have experienced before. For instance, they worked with children to use a sewing machine to make crowns for the King's Coronation.

Staff make positive contributions to children's happiness, creativity and imaginations. All children love to be outdoors in the fresh air. They apply what they have previously learned from weekly cookery sessions into their play. For example, children pretend to make pancakes in the outdoor role-play kitchen, using natural materials as substitutes for the actual ingredients. They hold interesting conversations with each other about their favourite toppings and giggle together at the more unusual combinations.

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

- Since the last inspection, the manager and staff have worked hard to make effective improvements to children's outcomes. For example, they use additional funding to develop children's social and physical skills successfully. The manager organises an external sports company to teach children how to play team games. Children apply many of the skills learned in these sessions, such as showing cooperation and negotiation skills. They take turns to climb, balance and jump when participating in an obstacle course. This has contributed to children demonstrating good behaviour and conduct.
- Children's knowledge and understanding of the world are progressing well. Children are inquisitive and they readily ask staff appropriate questions when they observe things they are unsure of. They show impressive recall of facts they have learned. For instance, children proudly tell the inspector about the dark clouds full of water that burst when it rains.
- Staff report feeling highly valued by the manager, who utilises their individual strengths to benefit children's development. For example, staff use sign language to support their communication with children. Children competently sign the alphabet, as well as their responses to simple questions. They use signs

to communicate their wants and needs, such as when they need the toilet. This approach particularly supports children who speak English as an additional language and those with speech delay.

- Children can freely access the resources they wish to play with. However, the organisation of the learning environment makes it difficult for children to fully engage in their learning. For example, children frequently choose to run between the play areas. In addition, the noise level indoors can get very loud, making it hard for children to hear and engage with others. The manager and staff acknowledge this as an area for improvement.
- The manager monitors staff practice and offers feedback on ways to improve. She also models good interactions for staff to follow and extend children's learning. However, improvements to the way that staff interact with children are not yet fully embedded. Staff do not consistently use opportunities to fully extend children's learning. For example, older children choose to make marks on their play dough 'cookies'. These are not discussed or enhanced by staff to support children's development even further.
- Parents are extremely complimentary about the manager and staff's dedication to providing high-quality education and care for their children. They are impressed with activities that have had a positive impact on their children. For instance, staff bring stories to life, which has sparked a love for reading. Parents comment on children's tremendous confidence and skills when using British Sign Language. Staff send parents videos of their children signing via the online app. This makes parents feel fully involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a thorough understanding of their responsibility to protect children from harm. All staff regularly update their safeguarding knowledge through training. Staff recognise the signs of possible abuse and neglect, including risks associated with exposure to extremist views and behaviours. Staff know how to record concerns about a child's welfare and who to report to. This includes if they are concerned about a member of staff or management. Staff carry out regular risk assessments of the nursery. This ensures the nursery is safe and secure for children.

What does the setting need to do to improve?

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

- improve the organisation of the indoor learning environment to enable children to be fully engaged in focused learning
- make greater use of teaching opportunities to consistently extend older children's learning and development, particularly older children.

Setting details

Unique reference number	2578566
Local authority	Wokingham
Inspection number	10257990
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	38
Name of registered person	SLPG Limited
Registered person unique reference number	2578565
Telephone number	07814386967
Date of previous inspection	13 September 2022

Information about this early years setting

Redwood Early Years, formerly St Pauls Playgroup, registered in January 2020. It is located on the site of Emmbrook Infant School, in Wokingham, Berkshire. The setting operates Monday to Thursday, from 8.30am until 4pm, and on Friday from 9am to 3pm, during term time only. It employs four members of staff, three of whom hold relevant qualifications from level 7 to level 2. The nursery accepts funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to some parents and read other parents' written feedback about their views on the education and care their children receive.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff for working with children.

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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