

Inspection of The Robin Room at Woodlands Nursery

Pownall Hall School, Carrwood Road, Wilmslow SK9 5DW

Inspection date: 14 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have ample opportunity to play outside at this setting. Staff plan purposeful learning experiences for children. These are starting to build on what they already know and can do to provide them with the knowledge needed ready for their next stage in learning. Children engage in weekly forest school sessions in the dedicated outdoor area. They show good levels of involvement in their play and learning. Children have fun exploring the mud kitchen, clay and flowers. They manipulate the clay between their fingers. This supports them to develop the small muscles in their hands ready for early mark making and writing activities.

Children confidently explore the setting. They develop their independence as they select what they want to play with. For example, some children enjoy experimenting with sand and water to discover the right consistency for building. Others have fun finding animals buried in shredded paper and practising the sounds animals make. Children are starting to learn about their own and their friend's family structures and cultures. This supports them to learn about the diverse world around them.

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

- The provider has not met their legal responsibility to notify Ofsted of a change to the nominated individual as soon as reasonably practicable. Ofsted have now been informed of the nominated individual and the provider has carried out robust vetting and suitability checks of the person. Therefore, there is no impact on children.
- Leaders have a clear and ambitious curriculum intent. They are knowledgeable of how young children learn. Leaders support staff to determine what children's next steps in learning are, taking into consideration their interests. Consequently, children are exposed to a wealth of enjoyable experiences. Leaders have an effective key-person system in place. Staff understand their role as a key person. Staff work together as a team and share children's next steps in learning. This means that children's individual needs are met.
- Staff support children to make good progress with their communication and language. Children are starting to babble and use single words to express themselves. Staff model new words to children, sing songs and make good use of stories. However, on rare occasions, such as during lunchtime, staff do not always pick up on children's communication attempts. Therefore, at times children's emerging speech is not fully enhanced. That said, this is noticed by leaders who support staff.
- Children develop their physical skills as they use the indoor climbing equipment. Children learn to crawl, climb and pull themselves to standing. This supports younger children in preparation for taking their first steps. Children spend time

in the sensory room, where they explore different resources, such as lights, scarves, ribbons and shakers. However, at times staff do not always make aids for walking accessible to children whose next steps in learning are walking.

Therefore, these children's experiences are, at times, not fully extended.

- Staff meet children's individual learning and care needs well. The special educational needs coordinator is qualified and experienced. She works closely with staff to inform their practice. Staff have tailored plans in place for children with special educational needs and/or disabilities. Leaders work closely with other professionals to ensure that children's needs are met and that they make the progress they are capable of.
- Leaders reflect on the setting and plan areas for development to improve the experiences of children. They evaluate staff practice on a regular basis. Leaders are passionate about bringing about change to improve the outcomes for children. They provide positive and purposeful feedback to staff to help them to develop their practice and support children to make good levels of progress.
- Leaders have a good oversight of the provision. The manager carries out regular supervision meetings with staff. The well-being of staff is a priority for leaders. Staff are committed to their own professional development and the leadership team support staff in their quest to improve their knowledge and understanding of child development. This has a positive impact on the experiences for children.
- Parents speak very highly of the staff and the provision. They comment that staff put their children's emotional well-being at the heart of everything that they do. Parents feel that their children are making progress in their development as a direct result of attending this setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have strong safeguarding systems in place. Leaders and staff have a very good knowledge and understanding of the setting's safeguarding policy. They are aware of the potential signs and symptoms of abuse and the correct procedures to follow to report concerns about the welfare of children. There is a whistle-blowing policy in place which all staff are aware of. Staff are trained in paediatric first aid and have a secure understanding of how to administer emergency first aid. Leaders have implemented secure systems to ensure that all staff working with children are suitable.

What does the setting need to do to improve?

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

- continue to embed the curriculum to provide children with experiences over time that consistently and coherently build on their knowledge and skills.

Setting details

Unique reference number	2670353
Local authority	Cheshire East
Inspection number	10293369
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	0 to 2
Total number of places	20
Number of children on roll	18
Name of registered person	Pownall Hall School Trust Limited
Registered person unique reference number	2670352
Telephone number	01625523141
Date of previous inspection	Not applicable

Information about this early years setting

The Robin Room at Woodlands Nursery registered in 2021. It is situated in the grounds of Pownall Hall School, Wilmslow, which is an Independent School. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 to level 6. The nursery manager holds early years professional status. The nursery opens from Monday to Friday all year round except for one week at Christmas. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- Leaders and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation during mealtime.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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