

# Inspection of Woodville Nursery School

Blacksmiths Lane, Woodville, Swadlincote, Derbyshire DE11 7EF

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Inspection date:

31 May 2023

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision requires improvement**

Children are generally happy. They form attachments to the staff, which helps children to feel safe and secure. Children enjoy taking part in some of the activities that staff provide. For example, older children develop their sensory skills well as they giggle and laugh when they step onto the textured stepping-stone mats with bare feet. Children talk to staff as they jump onto the mats saying 'It tickles my feet.' Babies merrily join in singing songs with staff. They make movements like rowing a boat, babble and make sounds. This helps them to begin to develop their language skills well.

That said, the quality of education at this nursery is variable. The staff, particularly those who work in the room for two-year-old children, do not have a secure enough knowledge of how to deliver a strong curriculum. They plan a variety of activities for children to access. However, these are not always implemented well enough to enable children to explore or develop their curiosity. Younger children lose interest in activities quickly and their attention is not fully captured. For example, during water play, children receive little attention from the staff. They splash the water about, but soon leave the activity and wander around. Consequently, some children do not make the best possible progress in their learning.

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

- Managers have a clear idea of what the curriculum should entail for children to support their future learning. They verbalise this well. However, staff do not consistently implement this in practice. At times, activities lack challenge and children are not motivated to learn. For example, when two-year-old children play with the trains and track on the floor, staff sit with the children but do not interact. They do not know the learning intentions for the children and, at times, simply watch what the children are doing.
- Staff receive support from the leadership team through regular supervision and appraisals. They discuss their ongoing professional development. However, managers have not focused sharply enough on raising the quality of education. They do not ensure that staff understand how to adopt and implement the curriculum intent, particularly in the rooms where the two-year-old children attend.
- Overall, staff support children to develop their independence skills. At mealtimes, older children serve their own food and younger children are beginning to use their cutlery well. Children remember to wash their hands and show staff how clean they are. However, on occasion, some staff step in too quickly and tell children what to do, not giving them the time to try the task for themselves. For example, when some children struggle to use items, such as play dough tools,

staff are quick to intervene and use the tools for them.

- Overall, staff support older children to develop their mathematical skills well. During planned activities, for example, making fruit kebabs, staff encourage children to recognise and understand numbers. However, children are not always supported to extend their mathematical counting skills when opportunities arise.
- Staff effectively support children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. They work closely with other professionals and families to ensure that children with SEND make some progress. Managers use additional funding, such as early years pupil premium funding, effectively. For example, they have purchased dolls with hearing aids to help children understand about hearing loss.
- Children behave well throughout the nursery. Staff model good behaviour to show children what is expected of them. They talk to children in a kind and respectful manner. Children learn to share the toys and take turns. This is evident during singing, when children wait patiently for their turn to be in the middle of a circle, while singing a song about farmers. They confidently say to their peers 'It's your turn.'
- Parents speak highly of the nursery and report that their children enjoy attending and are happy and well cared for. Parents feel well informed about their children's learning through daily discussions and updates on the dedicated app. Parents speak positively about the lending library and say this is supporting their children's learning, especially early reading, even further.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure understanding of safeguarding and child protection practices. They are alert to the potential signs of abuse or neglect and the action that they should take to help keep children safe. Similarly, staff are aware of the nursery's whistle-blowing procedures and who to report concerns about a colleague to. Safer recruitment practices are secure, which means that children are cared for by suitable adults. Staff carry out regular risk assessments to ensure that the nursery is secure and remains safe for children to play. They encourage children to learn about taking risks, such as teaching them how to use knives and scissors safely.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the implementation of the curriculum in order to provide activities and interaction that helps children to remain engaged in their learning	29/07/2023
ensure that staff are supported to improve their knowledge and understanding of how to deliver a strong curriculum.	29/07/2023

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

- maximise opportunities and give children more time to do things for themselves to develop their problem-solving skills
- support children's early mathematical skills to help them to begin to count and recognise numbers.

## Setting details

<b>Unique reference number</b>	EY232779
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10264424
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	110
<b>Number of children on roll</b>	285
<b>Name of registered person</b>	Woodville Day Nursery Limited
<b>Registered person unique reference number</b>	RP520711
<b>Telephone number</b>	01283 552277
<b>Date of previous inspection</b>	15 June 2017

## Information about this early years setting

Woodville Day Nursery and Pre-school registered in 2002 and is located in Swadlincote, Derbyshire. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm. There are 41 members of childcare staff. Of these, seven members of staff hold foundation degrees and above, 24 members of staff hold an early years qualification at level 2 or 3 and 10 members of staff are unqualified. The nursery is in receipt of funding for the early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Jan Hughes  
Rebecca Sigley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began.
- The managers joined both inspectors on a learning walk and talked about their curriculum and what they want the children to learn.
- Children communicated with the inspectors during the inspection.
- The special educational needs coordinator spoke to an inspector about how they support children with SEND.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the interactions between staff and children.
- Parents shared their views of the nursery with the inspectors.
- The inspectors carried out joint observations of group activities with each of the managers.
- The managers showed the inspectors documentation to demonstrate the suitability of staff working at the nursery.

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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