

Inspection of Wooden Tops Day Nursery

Park Lane Centre, Park Lane, Telford, Shropshire TF7 5QZ

Inspection date: 15 August 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 Good

What is it like to attend this early years setting?

The provision is good

The provider has not notified Ofsted about one of the directors of the company. However, the risk to children is minimal because the director does not have unsupervised contact with the children.

Staff have high expectations for children's learning and promote this through effective teaching methods. Children behave well and are eager to play and motivated to learn. For example, pre-school children giggle as they pour and spoon water into the bowl on the kitchen scales. They watch as the dial rises to a higher number as they add more water. Children use scissors to chop up real leaves. They add the leaves and teabags to the water and stir it vigorously to see what happens. During such times, staff introduce new vocabulary and ask children questions that encourage them to think and give fuller answers. Children learn about simple concepts such as numbers and weight. They confidently talk about significant events they have experienced outside of nursery.

Toddlers observe the tomato plants and sunflowers as they grow, and they learn how to take care of them. They explore the textures and smells of the scented shrubs. Babies take part in activities such as playing skittles, building towers with blocks and painting. During such activities, staff acknowledge the sounds and actions babies make, to help them develop their early communication skills.

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

- The provider does not have an effective procedure in place to make sure that information is shared with Ofsted to ensure the safe and efficient management of the nursery. Consequently, Ofsted has not been able to carry out the required checks on one of the directors of the company. This is a breach of the legal requirements. Nevertheless, the risk to children is minimised because the director has completed a Disclosure and Barring Service check. Additionally, the director does not have unsupervised contact with the children.
- Staff regularly observe children in their play and use suitable government guidance to benchmark their achievements. They use this information to plan a curriculum that provides challenging and interesting activities and experiences across all areas of children's learning. Staff continually reflect on and adapt the activities they provide to ensure they challenge children and incorporate their ever-changing interests.
- Staff support children's literacy development well. For example, they regularly read to the children and promote their knowledge of letters and sounds.
- Staff provide some resources and activities that extend children's understanding of cultural differences and diversity. However, they do not always ensure that these reflect the backgrounds and experiences of the children attending the

nursery.

- Staff skilfully identify and support children who need extra help to develop their speech. They have attended Early Talk training. Staff use an early communication screening tool to identify delays in children's use and understanding of language and to help them plan supportive interventions.
- Staff place a great emphasis on rewarding children's positive behaviour. Additionally, they use positive role modelling to encourage children's good behaviour. Staff provide a nurturing environment that helps children to feel relaxed and safe and to engage in new experiences.
- Children move freely between the indoors and outdoors. They play outdoors for extended periods throughout the day. Children have the opportunity to experience physical challenge and manage risks for themselves. For example, children use their imaginations in their play as they build, create and climb with the car tyres and planks of wood.
- The special educational needs coordinator brings a wide range of expertise and enthusiasm to her role. She regularly liaises with other professionals to coordinate additional support for children with special educational needs and/or disabilities (SEND). Additionally, staff attend training that is relevant to the needs of the SEND children in the nursery. Any additional funding the nursery receives is used effectively to improve the outcomes for children. This helps these children to make the best possible progress.
- Staff inform parents about the type of activities and experiences they provide for children, for example through daily chats and the sharing of photos online. However, staff are not always successful in making sure that all parents are fully informed about their child's progress and plans for their future learning.
- The manager holds regular supervisory meetings with each member of staff to discuss their well-being, their teaching practice and any concerns they may have. Staff undertake a variety of professional development opportunities to help raise their teaching skills. The manager regularly seeks the views of children, parents and staff. She works with other professionals within the local authority and the on-site community centre. The manager uses this information to reflect on their performance and improve the overall quality of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead knows how to respond to families who may benefit from additional help to keep their child healthy and safe. Staff have undertaken appropriate safeguarding training. They have a good understanding of the possible signs of abuse and how to respond in a timely and appropriate way. Staff understand the procedures to follow should they have any concerns about their colleagues. They carefully check all indoor and outdoor areas to identify and minimise any possible risks to children. Staff consistently supervise children to ensure their safety at all times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make sure there are robust systems in place to ensure that information about any new directors of the company is shared with Ofsted to promote the safe and efficient management of the nursery.	22/08/2023

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

- enhance children's understanding of the wider community and each other's diverse cultures and lifestyles
- develop the systems for regularly sharing information with parents about children's progress and their future learning.

Setting details

Unique reference number	EY334503
Local authority	Telford & Wrekin
Inspection number	10304803
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	74
Name of registered person	Wooden Tops Day Nursery Limited
Registered person unique reference number	RP522010
Telephone number	01952 583711
Date of previous inspection	1 February 2018

Information about this early years setting

Wooden Tops Day Nursery registered in 2006 and is located in Telford. It is managed by Wooden Tops Day Nursery Limited, which is a charitable company. The nursery employs 22 members of childcare staff. Of these, one holds qualified teacher status as well as early years professional status and another holds a level 4 qualification. A further 18 members of staff hold appropriate early years qualifications. This includes 17 at level 3 and one at level 2. The nursery opens from Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

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 provider and has taken that into account in her evaluation of the nursery.
- The inspector and the manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- The inspector and the manager carried out two joint observations of activities.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through the written feedback provided and discussions with them.
- The inspector held conversations with children during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023