

# Inspection of Woodlea House Day Nursery

1 Crantock Grove, Bournemouth, Dorset BH8 0HS

---

Inspection date: 20 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive happily and warm, friendly staff greet them. Children's emotional well-being is extremely well nurtured and they demonstrate that they feel happy, safe and secure. The manager has a clear vision for the curriculum, which motivates children to learn and builds their independence in preparation for school. Staff know children well and plan exciting experiences linked to their individual interests and cultural backgrounds to help them develop an understanding of what makes them unique. For example, children recently enjoyed learning about Persian New Year.

Staff have high expectations for children's behaviour. Children follow the rules and expectations of the nursery and are very polite and kind to their peers. Staff model respect for others and good manners, which children mirror in their own communication. Children show high levels of engagement and concentration from a very early age. For example, young babies listen closely as staff read stories, smiling widely and clapping their hands with delight.

Staff support children's communication and language development well. For example, as children in the toddler room scoop cereal and pour it down tubes, staff introduce the words 'in', 'out' and 'through'. Children benefit from a range of opportunities to develop their social and physical skills in the outdoor area. For example, they climb a steep hill to the climbing equipment, developing their muscles and their gross motor skills. Children enjoy plenty of fresh air and exercise to help keep them fit and healthy as they climb, balance and negotiate space using tricycles and balance bikes.

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

- The manager plans a well-balanced and challenging curriculum for all children. She monitors staff's practice effectively and provides targeted coaching and training to develop their skills and ensure children receive good-quality teaching. For example, apprentices attend special evening events to discuss their progress and development. Staff's well-being is a priority, and staff report that they feel well supported by the manager.
- Children's personal, social and emotional development are particularly well nurtured. Children show immense pride in their achievements and keep trying when things go wrong. For example, when their building blocks fall over, they say, 'I can build it again!' and quickly put it back together, demonstrating resilience.
- Children have exceptionally strong attachments to their key persons. They receive consistent and loving care and seek staff out for support when needed. Staff work very closely with parents. For example, they gather detailed

information about children's learning and preferences during the settling-in process to ensure children make good progress from the outset. A robust procedure for transitions between rooms helps children to remain settled as they move through the nursery.

- Staff nurture children's independence well to build their self-esteem and confidence. For example, older children learn to take care of their own toileting and wash their own hands. They know where their pegs are and access their own coats and shoes when needed. Staff deploy themselves effectively to ensure that children are safely supervised at all times.
- Children benefit from a range of additional experiences to enhance their learning and to promote links with the local community. For example, children benefit from visits from the police and fire service to learn about the lives of people around them.
- Staff teach children to take care of each other, their environment and other living things to nurture empathy and a sense of belonging. For example, staff support children to be gentle with insects they find in the garden. Children learn more about the world around them through visits from a local farm and through meeting exotic animals. Children are mindful of their peers, willingly share resources and help tidy up when asked by staff.
- Staff skilfully introduce early mathematical concepts as children play to help prepare them for later learning in school. For example, staff working with older babies count as children use tongs to move fruit into their bowls at snack time and help them learn about shape as they fill and squeeze the water in sponges.
- Staff nurture a love of reading, and children listen intently at group times as staff read stories and sing songs. However, staff working with older children sometimes interrupt these times to undertake routines such as handwashing, which disrupts children's learning. On occasion, staff respond to the more confident children in the group and quieter children's voices are not heard.
- The manager spends additional funding for children with special educational needs and/or disabilities (SEND) with integrity for the intended children, for example to purchase additional resources. Staff quickly identify children who might be at risk of falling behind and take swift action to close any gaps in their development. This helps to ensure that all children make good progress and are well prepared for the next stage in their education, including school.
- The nursery fosters positive partnerships with parents and other external professionals. For example, staff provide regular group sessions to support parents with subjects such as toilet training and promoting independence. The special educational needs coordinator works closely with relevant health and education services, the manager, staff and parents to help ensure children with SEND receive consistent support.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- organise group times for older children more effectively to minimise interruptions and enable all children to actively participate.

## Setting details

<b>Unique reference number</b>	2653365
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10336386
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	48
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	DLP Nursery Group
<b>Registered person unique reference number</b>	2653363
<b>Telephone number</b>	01202388100
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Woodlea House Day Nursery registered in 2021. It is located in Bournemouth, Dorset. The nursery is open each weekday from 7.30am to 6pm, all year round. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 21 members of staff. Of these, 12 hold relevant qualifications at level 3 or above, three hold level 3 qualifications and six are unqualified.

## Information about this inspection

### Inspector

Lisa Large

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024