

Inspection of Pathways, Woodland Trails Day Nursery

Marlene Croft, Birmingham, West Midlands B37 7JT

Inspection date: 2 October 2024

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this exceptionally nurturing nursery. The caring and supportive staff have remarkably high expectations for all children. The relationships built between children, their key person and their co-key person are excellent. Children are greeted warmly when they arrive at nursery. They are eager to join their peers in the wonderfully inviting environments, which are a hive of activity. All children, including those who are settling in, display the highest levels of happiness during their sessions. Children behave extremely well. They are very respectful and truly understand the routines and expectations at nursery.

Staff have a remarkable understanding of what skills children need to learn, taking into account their varying starting points. They take great care in gathering information about children's interests, development and previous experiences when they start nursery. They use this information incredibly well to develop and implement a targeted curriculum that supports all children to make the best possible progress. For instance, staff skilfully consider ways to build on children's self-confidence. When older children arrive, they choose from a range of visual cards to vote for what story they would like to listen to. This supports children to learn a sense of democracy as they vote to come to a decision. Younger children are gently encouraged to explore their environment and resources with real purpose. In turn, they display high levels of curiosity and resilience. They are inspired to join in with the exciting experiences that staff plan and deliver. For instance, they exclaim 'wow!' as they explore the texture of gloop, and use a variety of tools that help their physical development.

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

- Staff truly help children to experience real awe and wonder during their time at nursery. Children show increasing levels of interest and display extremely positive attitudes during their play. Older children demonstrate exceptional critical thinking skills. For instance, they eagerly explore pumpkins and squashes. They squeal with excitement as they roll squashes to see how far they will travel. Children remain motivated for long periods as they carve and scoop pumpkins, and investigate their seeds, smell and differing textures.
- The nursery is led by a team of inspirational leaders who are wholly passionate about the service they provide. Staff comment extremely positively about the support they receive for their own professional development and well-being. The leadership team is highly reflective and totally attuned to both staff and children's developmental needs. It ensures that staff benefit from high-quality coaching opportunities to continually build on their exceptionally strong teaching skills. The team works collaboratively with staff to evaluate and adapt the curriculum to reflect the changing needs, interests and experiences of the

children who attend.

- Children's communication, language and literacy skills are promoted remarkably well. Staff know how important it is to develop a love of reading and provide an environment that is incredibly language rich. There are ample opportunities for children to listen and join in with singing familiar rhymes. Staff interact with children with real purpose and meaning. They expertly introduce new words and ask a variety of considered questions that build on children's understanding. They consistently use simple signs to support children's emerging language skills.
- Staff support children with special educational needs and/or disabilities (SEND) incredibly well. Staff are extremely knowledgeable and put timely support in place once any gaps in children's development have been identified. They expertly adapt their teaching and practice so that children with SEND continue to benefit from an inclusive and challenging curriculum. The leadership team works collaboratively with parents, staff and professionals to ensure that additional funding is best spent to help children with SEND and those from disadvantaged backgrounds thrive.
- Children's experiences over time are extremely well planned to ensure that they have the key skills needed for the next stage in their learning. Children's independence and self-care skills are expertly supported. Staff conscientiously provide opportunities for children to be autonomous throughout the day. For example, older children confidently serve themselves lunch and scrape their plates after eating.
- Partnership working is a key strength of this nursery. Staff develop highly positive relationships from the outset. They work tirelessly to ensure that communication with parents is strong and support them to know how best to build on their child's learning outside of the nursery. Parents comment that the staff are wonderfully supportive and their children are incredibly happy attending. The leadership team plans copious opportunities to work in complete collaboration with parents. The team routinely shares its knowledge and expertise through a variety of well-planned workshops that reflect the nursery's current priorities and children's development.
- Children's health and well-being are given utmost priority. Children benefit from regular outdoor learning and lots of fresh air. They are provided with nutritious snacks and meals. Staff offer guidance to families who provide packed lunches to ensure they are consistently healthy. Children's emotional literacy is supported highly successfully. In particular, staff empower younger children to express their feelings in the safe and secure environment. This positively supports children's self-regulation.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

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| Unique reference number | EY541487 |
| Local authority | Solihull |
| Inspection number | 10360528 |
| 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 | 50 |
| Number of children on roll | 55 |
| Name of registered person | Pathways Nurseries and Childcare Centres Limited |
| Registered person unique reference number | RP905164 |
| Telephone number | 07788 920478 |
| Date of previous inspection | 14 January 2019 |

Information about this early years setting

Pathways, Woodland Trails Day Nursery registered in 2016. The nursery employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3 and above. The nursery operates all year round, with the exception of bank holidays and one week at Christmas. Sessions run from 7.15am to 6.15pm, Monday to Friday. The nursery provides funded care and early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Dale Ramsey

Inspection activities

- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke with the nominated individual, the assistant director and the manager about the leadership and management of the nursery.
- The inspector and the manager carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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