

# Inspection of The Woodlands Nursery

ST Austins Priory, Cadleigh, Nr Ivybridge, Devon PL21 9HW

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Inspection date: 29 April 2025

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

The provider does not ensure staff understand procedures to follow to safeguard children. Furthermore, the nursery's safeguarding policy and procedure is not in line with the expectations of the local safeguarding partners, as required.

Arrangements for the management of the setting are unclear and disorganised. The provider does not ensure that staff are aware of the roles that they are expected to take on, and there is no named deputy manager in place to take responsibility in the absence of the manager. There have been staff changes in the recent months, and this has had an impact on the support that children receive. There is not an effective key-person system in place, and the staff caring for children do not know them well enough to target their interactions to meet children's needs. As a result, children do not receive challenge to help them to make progress in their learning.

The design and the intent of the curriculum is weak and does not have a strong enough focus on what the provider wants children to learn. While there is an expectation that staff use what they know about children alongside children's interests to extend their learning further, staff do not know enough about children to target their support precisely enough. In addition to this, partnerships with parents are not effective. Some parents are restricted from accessing information about their children's day and what they are learning.

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

- The provider does not ensure that staff have a good enough understanding of how to identify and act on concerns about children's welfare or the conduct of another member of staff. Staff do not know how to recognise when children could be at risk of harm or how they should raise any concerns that they have. In addition to this, the procedures in place do not give staff the correct information regarding how concerns should be acted on. This impacts the safety of children.
- The provider has struggled to recruit and retain staff. Recent changes have led to confusion over roles and responsibilities and a lack of deputy manager who is capable to take charge of the setting in the absence of the acting manager, as required.
- Partnerships with parents are weak, and communication is not effective with all parents. The provider does not receive parental concerns constructively, and some parents are denied access to the online application after they have raised concerns. This does not encourage two-way communication with parents.
- The provider does not ensure that children have a key-person to meet their individual needs, offer a settled relationship and build a relationship with their

parents and carers. Staff are not aware of children's needs, and information about children is not shared with new staff who are caring for children. This means they are unable to support children appropriately. As a result, staff fail to interact meaningfully with children, as they do not know what they can already do and what they need to learn next. Despite this, staff are kind and caring towards children. Younger children are happy to be cuddled by staff, and older children listen and behave well.

- The provider has not designed a curriculum that is ambitious. They do not ensure that staff deliver it so that it offers children appropriate challenge in their learning. Staff do not know what they want children to learn, as the curriculum is reliant on the staff following children's interests, which staff do not understand. As a result, activities and resources available to children are mundane and do not excite children or inspire them to learn. For example, older children play in the room meant for babies and toddlers, with resources that are not age-appropriate. They push baby walkers around the room and sit in the ball pit, with little interaction from staff. Babies spend a lot of time being carried by staff, and staff do not consider providing them with toys to play with in the garden. This results in babies who spend a lot of time simply watching older children play.
- Children benefit from lots of fresh air and exercise. They enjoy playing in the garden, where they use the slide and play with water.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that all staff have a good understanding of safeguarding procedures, including how to identify, record and act on concerns about children's welfare and any allegations against staff	30/04/2025

ensure that the safeguarding policy and procedure is in line with the guidance and procedures of the local safeguarding partnership	30/04/2025
implement a key-person system so that staff have a better understanding of children's individual needs, including what they need to learn next	14/05/2025
ensure that there is a named deputy who is capable and has the appropriate skills to take charge in the absence of a manager	30/04/2025
improve partnerships with parents and enable a two-way flow of communication to obtain and share relevant information with them about their children's care and learning.	14/05/2025

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

	<b>Due date</b>
design an ambitious curriculum and ensure that staff have the skills to deliver it to meet the children's individual learning needs, providing appropriate challenge, to help them make good progress across all areas of learning.	29/05/2025

## Setting details

<b>Unique reference number</b>	2643680
<b>Local authority</b>	Devon
<b>Inspection number</b>	10392790
<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>	1 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Pml Education Ltd
<b>Registered person unique reference number</b>	RP544974
<b>Telephone number</b>	01752 717550
<b>Date of previous inspection</b>	9 October 2024

## Information about this early years setting

The Woodlands Nursery registered in 2020 and is based near Ivybridge, Devon. The nursery is open from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery offers government funded places. There are two staff who work with the children. One member of staff holds a qualification at level 3, and one member of staff is unqualified.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The support 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, children and parents 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and the support manager carried out a joint observation of a communication and language activity.
- The inspector held a leadership and management meeting with the provider.

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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