

Inspection of Denham Woodlands Nursery

Nightingale Way, Denham, UXBRIDGE, Middlesex UB9 5JL

Inspection date: 15 January 2025

Overall effectiveness	Good
------------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival and they are warmly welcomed by the caring staff. Many children become absorbed in activities that interest them. For instance, children maintained a strong interest when exploring ice using different resources, including paintbrushes and straws. Overall, staff provide consistently good teaching and practice. They know their key children securely, such as their progress and what they need to learn next. Children make good or better progress from their starting points. There are high expectations for all children, particularly for those who need extra help and support. Staff meet the requirements of children with special educational needs and/or disabilities (SEND) very well.

Staff support new children sensitively. They gain effective information from parents about their children when they start. This helps staff to plan for children's interests and needs from the beginning. Staff help to engage new children in activities they show interest in to encourage them to play and learn. Staff build children's sense of responsibility, such as supporting them to help tidy up. They teach children skills in sharing and taking turns with others, including through playing games during small-group activities. Children learn to do things for themselves and others. For example, they help to prepare fruit for snack time and they learn to visit the toilet and wash their hands by themselves.

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

- Leaders are very committed to supporting children and their families. They use additional funding mindfully in relation to the needs of children and families. Leaders work in strong partnership with parents, professionals and other settings, including schools. This promotes smooth transitions for children on to the nursery and school.
- Leaders provide ongoing support and guidance to staff. They are reflective and gather staff's feedback to help make improvements. Leaders recognise that changes of routine are not always managed effectively. At times, staff do not fully guide children's understanding of the expectations when routines change. This impacts on how well some children engage and maintain their interest during some large-group activities. Leaders are taking steps to address this, such as trying new approaches.
- Leaders understand the learning needs of the children attending very securely. They identify the skills and knowledge children need to gain over time. Staff plan for children's progress with a strong focus on key skills that children need to develop to support their future learning. They generally provide effective teaching and support to children. Staff promote children's independence and give them time to do things for themselves, such as putting on coats and doing up zips. Occasionally, staff are not fully consistent in their approach, which does

not always enhance children's skills even further.

- The skilful staff support children with SEND. Some staff have completed specialist training. These staff provide high-quality teaching and activities. Staff implement strategies successfully, including visual communication cards to promote children's communication and understanding. They gain guidance from other professionals and offer suggestions to parents to support their children at home. This helps to provide continuity in meeting and supporting children's needs.
- Staff have a good understanding of the learning intentions. They plan well-considered activities and organise resources effectively, both indoors and outdoors. This offers children choices about where they want to play and helps them to continue their learning in different areas. For example, children actively investigated ice activities throughout the day, indoors and outdoors.
- Staff ensure that children spend time being active. Children benefit from equipment that challenges their physical skills, such as balancing on beams and walking on sloping planks. This helps children to develop their large physical skills successfully. Furthermore, children take part in yoga sessions, which supports their well-being. Staff offer children healthy snacks. Some staff highlight healthy food to children, such as by saying it is 'nice'. However, not all staff build on these discussions to help extend children's awareness of healthy lifestyles further.
- Staff weave in teaching during their interactions with children. For example, they supported children to use their counting and language skills when making 'milkshake' with rice and coloured pom-poms. Children used their imagination to link the colour of the pom-poms to the flavour, such as white for coconut. Children benefit from exploring books, including in small groups or on a one-to-one basis with staff. Staff ask children questions and support them to express their ideas and thoughts. This encourages children to develop confident speaking skills.

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:

- develop the consistency of staff's practice and build on the overall quality of the provision to extend children's learning, development and progress even further
- enhance children's awareness of healthy lifestyles further, to help them gain more understanding about caring for their bodies.

Setting details

Unique reference number	EY456935
Local authority	Buckinghamshire
Inspection number	10368049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	73
Name of registered person	Denham Woodlands Nursery School Ltd
Registered person unique reference number	RP532217
Telephone number	077991 36593 and 01895 833369
Date of previous inspection	6 March 2019

Information about this early years setting

Denham Woodlands Nursery registered in 2012. The nursery operates from two separate buildings within the grounds and buildings of Denham Green E-ACT Primary Academy school in Denham, Buckinghamshire. The nursery is open each weekday from 8.45am to 3.20pm, during school term time only. There are 14 staff employed to work with the children. Of these, the leaders both hold level 5 qualifications and there is a further staff member who has qualified teacher status. In addition, eight staff are qualified at level 2 or level 3. The provider offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- The nominated individual and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 observed the interactions between staff and children and their daily routines.
- The leaders and inspector completed two joint observations of small-group activities, one of which was focused on supporting children with SEND.
- The inspector interacted with and chatted to children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- A meeting was held with the leaders of the nursery to discuss the leadership and management of the setting.
- A sample of documentation, including evidence of staff suitability, was reviewed as part of the inspection process.
- Staff spoke to the inspector 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 2025