

Inspection of Woodlands Day Nursery

Arden Forest Infant School, Weston Lane, Bulkington, Bedworth CV12 9RT

Inspection date: 14 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy, and they settle quickly into the nursery. Parents and carers drop off and collect their children at the school reception. Here, they are greeted by staff they know and who they are familiar with. Staff quickly resolve any minor signs of distress. They are kind, warm and caring. Staff provide children with cuddles and reassurance. Close relationships form between staff and the children. This supports children's emotional well-being and helps them to feel safe and secure. Simple rules teach the children to behave well. Children line up to move around the different areas of the school. They listen to instructions well and tidy up when they are asked. Staff use a range of teaching strategies with children to help them understand right and wrong. Older children begin to self-regulate their own behaviour well. This prepares them well for their next stage of learning and eventual move to school.

The environment, indoors and outside, is organised to enhance children's learning and provide them with experiences that build on their skills and knowledge. Daily access to the outdoor area challenges children. They skilfully run, climb, balance and manoeuvre wheeled toys to build their physical strength. Staff hold high expectations for all children to be the best they can be. The curriculum is ambitious. It is regularly reviewed and adapted to meet the individual needs of the children attending.

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

- Leadership and management are strong. The nominated individual is an active member of the team. A programme of regular supervision provides all staff with the support and training they need to carry out their roles and responsibilities to a high level.
- The well-designed curriculum covers the areas of learning well. Its implementation is sequenced so that children acquire the range of skills that they will need to be successful in their future learning. Experienced practitioners use their knowledge of the children to successfully engage them during activities. They praise children for their achievements, and this results in children who have good levels of self-esteem.
- Support for children with special educational needs and/or disabilities is very good. Staff make accurate assessments of the children and swiftly identify any emerging gaps in their learning. Good partnerships with parents and other agencies ensure that the children gain access to any additional support at an early stage in their development.
- Teaching is good. Staff place a high value on children's communication and language development. The use of pictures supports children where their language is emerging. Staff repeat words and encourage sounds that children

make. Older children think about words that begin with 'f'. Children remember the 'fruit' from snack time. Outdoors, children play in the sand tray. They 'scoop' the sand using spades and think about the different spade sizes, such as 'big', 'small' and 'medium'. Indoors, the children use their imagination as they create an 'Antarctic' in a tuff tray. They explore the texture of foam to make snow. Staff ask children to think about the Eskimos who live in this region and how they live? What their house might be like? Children's imagination sparks as they talk about the bricks that they might need to make an igloo. The activity is limitless and follows the children's lead.

- Children begin to count and solve simple problems in everyday activities. During group times, they talk about the days of the week and the numbers that make the date. Staff encourage children to use simple addition and subtraction in daily routines, and children confidently count to 14. Children learn about different celebrations throughout the year and the different families that make up our diverse communities. However, this could be further integrated into children's learning so that they become more familiar about the range of different families outside of their own experience.
- Staff encourage all children to become independent. Some children manage their own personal care needs well. At mealtimes, children sit together and socialise. They form nice friendships that support cooperative play. Outdoors, they plant apple seeds. Children help each other and take turns to water the seeds.
- Partnership with parents and carers is good. Parents/carers reported that they are very happy with the childcare. They said it is very supportive of parents and children. Information shared by staff helps them to continue their children's learning at home.

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 how you support children to further build their understanding about the wide range of different families, outside of their own personal experience.

Setting details

Unique reference number	2699807
Local authority	Warwickshire
Inspection number	10343464
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	40
Name of registered person	Clegg, Saleem
Registered person unique reference number	RP514450
Telephone number	02476 315913
Date of previous inspection	Not applicable

Information about this early years setting

Woodlands Day Nursery registered in 2022. The nursery employs five members of childcare staff. All of whom, hold early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

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 their evaluation of the provider.
- The inspector viewed all areas of the premises used by the nursery and discussed the safety and suitability of the areas.
- The nominated individual and the manager joined the inspector for a learning walk. They discussed the aims and rationale for their early years foundation stage curriculum.
- The inspector carried out a joint observation of practice with the manager. The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.

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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