

Woodlands Day Nursery

2 Artemis Court, St. Johns Road, Meadowfield, DURHAM, DH7 8XQ



Inspection date

6 January 2017

Previous inspection date

14 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Senior management are ambitious and motivated. They regularly reflect on the strengths and weakness of the nursery. Managers and staff seek and act upon the views of parents, children and other professionals. This means that a range of views is taken account of when setting clear targets for continuous improvement.
- Staff communicate well with parents. Parents are aware of what their children are currently working on. They are encouraged to take home learning resources, such as 'learning sacks', which help them to continue to support their children's learning at home.
- Children who have special educational needs receive tailored support from their key person, trained staff and outside agencies. This has a positive impact on their learning and development.
- Staff are well qualified and they have a good understanding of the different ways children learn. They gain valuable information from parents to help them get to know children well. Staff use this information effectively to identify each child's starting points and tailor experiences to meet their individual needs.
- Staff endeavour to work closely with parents to ensure that children's well-being is given high priority and therefore their emotional needs are well met.

It is not yet outstanding because:

- Not all staff working with the older children are skilled in recognising when to intervene before offering them alternative play experiences. Consequently, this causes some children to lose concentration.
- Managers do not yet compare the progress made by specific groups of children to identify those who may benefit from targeted support and ensure that no group falls behind.

What the setting needs to do to improve further

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

- strengthen staff's skills in recognising when to intervene when offering alternative play experiences to older children
- build on the monitoring systems more effectively to track and support the progress of specific groups of children, to fully identify any gaps in learning and enhance children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a clear understanding of the indicators of abuse and neglect, and procedures to follow should they be concerned about a child's welfare. Staff recruitment is effective. This includes implementing regular checks to ensure they are fully aware of individual staff's ongoing suitability. Staff supervision meetings and appraisals are effectively implemented to support their development. They also have good opportunities to attend additional training. This helps to build on their current knowledge and further develops their areas of expertise or interests. Overall, the monitoring of children's progress is effective. Staff keep parents well informed of the progress their child is making. The managers have a very positive attitude to securing improvement and actively respond to the views of parents, children and staff. They take the time to research good practice, in order to help inform practice and enrich the provision for children.

Quality of teaching, learning and assessment is good

Staff know how well children are progressing from their regular observations, assessments, tracking and discussions with parents about children's interests and abilities. Children enjoy learning, relishing the varied activities, stimulating resources and staff's encouragement. Older children are enthralled as they learn how to control and change the direction of the remote-control toy. Babies have the opportunity to explore activities that inspire their natural curiosity as learners. They engage fully in exploring with staff the texture of oats while they fill and empty the containers. Children's communication and language skills are effectively promoted. Staff use simple instructions, symbols and gestures to make conversations more meaningful. They also take care to model language continually well, speaking to children frequently. They have many opportunities to make marks. This gives them confidence, motivation and dexterity to begin to write for meaning.

Personal development, behaviour and welfare are good

The manager and staff are kind and reassuring. They help children to settle and become confident to explore their surroundings. Children are well behaved and learn to negotiate and cooperate with each other. Staff and parents agree strategies to successfully address children's repeated unwanted behaviour. Children eat healthily. They are physically active and relish regular outdoor play. Staff sensitively help children to manage their personal care and good hygiene. Children learn safe practices, such as the need to tidy away toys to prevent tripping hazards.

Outcomes for children are good

All children, including those who have special educational needs and children who speak English as an additional language, are working comfortably within the typical range of development for their age. Babies are learning to walk and are curious to explore the world around them. They demonstrate superb confidence and are keen to interact with all adults. Older children develop their early reading, writing and mathematical skills. They are beginning to recognise letters and sounds and give meanings to marks they make. Children are well prepared for their future learning and eventual move on to school.

Setting details

Unique reference number	EY452317
Local authority	Durham
Inspection number	1066240
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	72
Number of children on roll	75
Name of registered person	CEF Childcare Ltd
Registered person unique reference number	RP909344
Date of previous inspection	14 May 2013
Telephone number	0191 378 3978

Woodlands Day Nursery was registered in 2012. The nursery employs 16 members of child care staff. Of these, all hold an appropriate early years qualification at level 3 or above. The nursery opens on Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and children who speak English as an additional language.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

