

Inspection of Woodlands Day Nursery

Weber Road, 106 Greenham Business Park, Greenham, Thatcham, Berkshire RG19 6HW

Inspection date: 7 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Not all children at the nursery get the teaching support they require in their learning and development. Consequently, not all children achieve well. Older children thrive in a well-prepared learning environment, supported by staff who know them extremely well. These staff have a clear understanding of what they want children to learn and implement this effectively. Older children excitedly demonstrate their new knowledge. For example, they eagerly talk about the Nativity story and the character roles they will be acting out in the story. Children are gaining a good awareness of letters and sounds and learn new words, such as 'Bethlehem' and 'swaddling'. Two-year-old children join in with great enthusiasm to song time, using the words and actions to their favourite rhymes. However, one-year-old children have limited quality experiences to play and learn. Staff lack the teaching skills and knowledge of how to effectively support children to build up their vocabulary and fully develop their physical skills. Babies enjoy cuddles, loving care and support from the staff. They can sleep according to their individual needs in a calm and cosy environment. Staff make sure babies have their home comforters when leaving their main carer, to help support their emotional needs. Children are well behaved and demonstrate positive attitudes to learning.

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

- The support and guidance for the new managers and staff are not consistently good. Although supervisions take place, they are not targeted well to improve the skills and knowledge of the team. This leads to inconsistencies in the quality of teaching and the evaluation of the setting.
- Although the management team monitor the quality of education, it is not effective enough in identifying and putting right the areas for improvement. For example, staff identify gaps in children's learning, but the system in place to offer children targeted support is not consistently good.
- The quality of teaching and learning is varied across the different age groups. Older children show enthusiasm for learning and demonstrate confidence, good skills and new knowledge. One-year-old children, however, do not receive effective teaching support to help them build on what they know and do. Not all staff demonstrate effective teaching skills.
- Staff in the baby room offer nurturing care and support for the youngest children at the nursery. They are well trained and know how to meet babies' needs. Staff use good voice tones and purposeful interaction when playing with babies. They encourage babies to walk and to investigate their cause-and-effect toys. However, there is less of an emphasis on babies exploring natural materials.
- The key-person system is effective in supporting children's personal development. All children build strong relationships with staff. The newest

children are settling in well. Pre-school children demonstrate a strong sense of belonging and play harmoniously with friends.

- Partnership with parents is good. Staff and parents work well together on flexible settling in arrangements. This helps with an easy transition for the children between home and nursery. Parents are complimentary about the care and education their children receive. They praise staff for their communication and the support offered during the COVID-19 pandemic. For example, parents received teaching packs to help carry on the learning at home.
- Across all age groups, children demonstrate good behaviour. Older children know the routines of the day and show strong skills about right and wrong. Children learn to regulate their behaviour through visual clues, such as when they put their photos on the sunshine chart. They understand the social cues when taking part in conversations.
- The nursery staff pay good attention to equality and diversity. Older children learn to recognise and respect the differences in themselves and others.
- Most children are developing well in their communication and language skills. However, some children experience teaching activities which are too narrow and do not give them enough challenge or scope to fully develop their speaking skills. Staff receive training in early language development but the implementation of these adult-led activities is not consistently good across all age groups.

Safeguarding

The arrangements for safeguarding are effective.

All staff know how to recognise the signs that a child might be at risk of harm. Staff receive regular training and updates and know the appropriate procedures to follow if they need to take action. The management team ensure there is plenty of child protection information on display to refer to, when making decisions about allegations and whistle-blowing. The provider understands how to recruit staff safely, which helps to ensure their suitability to work with children. The managers and leaders manage staff deployment well, which effectively supports children's safety.

What does the setting need to do to improve?

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

	Due date
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<p>ensure the arrangements in place for the coaching and supervision of managers and staff, improves their knowledge and personal effectiveness in their job roles and develops a culture of mutual support, teamwork and continuous improvement</p>	<p>04/01/2022</p>
<p>improve staff teaching skills and knowledge to ensure it is consistently good across the team and any gaps in children's learning are addressed with targeted support.</p>	<p>04/01/2022</p>

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

- strengthen the sensory experiences offered to babies.

Setting details

Unique reference number	EY349271
Local authority	West Berkshire
Inspection number	10216786
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	87
Number of children on roll	75
Name of registered person	Woodlands Childcare Limited
Registered person unique reference number	RP904185
Telephone number	01635 33626
Date of previous inspection	12 December 2018

Information about this early years setting

Woodlands Day Nursery registered in 2006 and is located in Thatcham, Berkshire. It opens Monday to Friday, between 8am and 6pm, for 51 weeks of the year. The nursery receives funding for the provision of early education for children aged three and four years. A total of 24 staff are employed in the nursery. Of these, 19 staff hold relevant childcare qualifications at level 2 and above, including one who holds qualified teacher status.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- This was the first routine inspection the provider 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 carried out two joint observations with the two managers.
- Children spoke to the inspector during their play activities.
- Parents gave feedback to the inspector about the nursery.
- The joint managers and the inspector completed a learning walk together.

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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