

Woodlands Day Nursery

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



Inspection date	17 December 2018
Previous inspection date	8 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

- The experienced management team work hard together to improve the quality of the nursery. They have addressed the actions for improvement raised at the last inspection. For example, staff have implemented and maintain robust records. They have strengthened their knowledge of safeguarding matters and issues that may place children's welfare at risk.
- The management team monitor the quality of teaching. They provide effective feedback to staff to ensure teaching is good. For example, room leaders and managers observe staff carrying out activities with children, and provide advice and guidance to further improve practice.
- Staff communicate well with parents and engage them in their children's learning. Parents are complimentary about the care and education their children receive. They are happy with the progress their children make, particularly in their speech and language development.
- Children's personal, social and emotional development are supported well. Children form strong trusting relationships with the staff and clearly enjoy their warm interactions. Staff are gentle and kind. Children are confident in turning to them for help and support, if needed.
- While leaders track the achievements of individual children, they do not identify the progress made by specific groups of children to raise all children's progress to the highest level.
- Staff miss opportunities to fully represent and value individual's home backgrounds and identity.

What the setting needs to do to improve further

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

- monitor the outcomes of the different groups of children more precisely and address any differences in achievement more effectively
- extend the opportunities for children and staff to value their home backgrounds and support children's understanding further of the wider world.

Inspection activities

- The inspectors observed activities in the four main base rooms and garden.
- The lead inspector carried out a joint observation with the education manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspectors looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspectors held meetings with the leadership team. They spoke with staff and children at appropriate times throughout the inspection.
- The inspectors took account of the views of parents spoken to during the inspection.

Inspectors

Anneliese Fox-Jones

Helen Harnew

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend training and regularly reflect on safeguarding issues to keep their knowledge up to date. Staff also understand the importance of referring any concerns to external agencies in a timely manner. The well-qualified team of staff is ambitious and demonstrates a good vision for the nursery. They support children's learning well and work effectively to create a welcoming environment for families. Training opportunities are well targeted to improve the quality of teaching. For example, training focused on developing children's communication and language skills has had a positive impact on staff's ability to further support children's speaking and vocabulary to a higher level. Overall, leaders carefully track the progress individual children make and promptly seek additional support for those who need it. Recruitment procedures are strong and the management team rigorously check the suitability of staff. Staff receive good levels of support. They have regular supervisory and team meetings.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how to support children's learning. They follow children's ideas and interests when planning activities. Staff make accurate assessments to plan precisely for individual children's next stages in their learning. They engage well with children as they play and make suggestions about different ways to use resources. Staff are skilled at providing a range of exploratory experiences. The youngest children enjoy exploring trays filled with cornflour, water and cornflakes. Staff offer plenty of opportunities for babies and children to use mathematical language and explore measurement in their play. For example, staff introduce counting as children make sandcastles and introduce mathematical language, such as 'heavy' and 'light', 'full' and 'empty'. Staff effectively use props, sounds and descriptive words within more complex sentences to extend older children's vocabulary.

Personal development, behaviour and welfare are good

Children play cooperatively together and build good friendships. Staff act as good role models and help babies and young children to learn about the positive behaviours that are expected of them. They help children to learn to share and take turns effectively. Children receive plenty of praise to reward their good behaviour and achievements. Babies and children develop good independence. Babies learn to feed themselves, and older children learn to tend to their own personal care needs and pour their own drinks at mealtimes. Opportunities for children to develop physical skills are strong. The outdoor facilities are easily accessible and offer an exciting range of activities that children thoroughly enjoy.

Outcomes for children are good

Children make good progress given their starting points, and are provided with a secure foundation for their future learning and transition to school. Children are keen to use the skills they learn at the nursery. For example, older children use their mathematical knowledge to count and recognise numbers. Babies and toddlers thoroughly enjoy singing and story sessions developing their communication and language skills. Children learn how to take turns, to communicate with each other and how to be independent.

Setting details

Unique reference number	EY349271
Local authority	West Berkshire
Inspection number	10068437
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	87
Number of children on roll	83
Name of registered person	Woodlands Childcare Limited
Registered person unique reference number	RP904185
Date of previous inspection	8 August 2018
Telephone number	01635 33626

Woodlands Day Nursery registered in 2006. It opens Monday to Friday, between 8am and 6pm, 51 weeks of the year. The nursery receives funding for the provision of early education for children aged four years. A total of 30 staff are employed in the nursery. Of these, 26 staff hold relevant childcare qualifications at level 3 and above, including two staff who hold qualified teacher status.

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