

# Woodlands Day Nursery

111 Wetherby Road, Harrogate, North Yorkshire, HG2 7SH



<b>Inspection date</b>	25 November 2016
Previous inspection date	23 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team and staff are passionate about their work with children. They are committed to ensuring that children receive a high-quality educational experience. Self-evaluation is accurate and is informed by the views of parents and children. Clear targets drive continued improvement.
- Qualified staff interact warmly with babies and children. They listen respectfully to children's verbal and non-verbal communication. Staff foster children's understanding and use descriptive language to develop and extend their vocabulary.
- Partnerships with parents are strong. Effective yellow communication books are used. These help to support the consistent sharing of information about children's needs and achievements. Parents are invited to attend first-aid training with nursery staff. They are highly complimentary about the quality of care staff provide and of the progress their children make.
- Older children's behaviour is impeccable. Effective strategies are in place to help younger children manage their emotions and behaviour. Staff are gentle and consistent in their expectations that children treat each other with kindness.
- Children who have special educational needs or disabilities receive excellent support. Staff carry out research and work extremely closely with a range of other professionals. They are highly successful in promoting children's particular developmental needs.

### It is not yet outstanding because:

- Older babies are not challenged well enough in their learning to help ensure they achieve to the highest level of their abilities.
- Staff do not use mealtimes well enough to help support younger children's understanding of the importance of healthy eating and healthy lifestyles or the impact this has on their bodies.

## What the setting needs to do to improve further

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

- provide more challenge for the oldest babies to help ensure they achieve to the highest level of their abilities
- use mealtimes effectively in the toddler and pre-school room to help support children's understanding of the impact of healthy eating and healthy lifestyles.

### 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 of practice with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector held meetings with the management team. She scrutinised a range of policies and procedures, registers, accident records and discussed the nursery's self-evaluation documentation.
- The inspector spoke to eight parents during the inspection and took account of their views.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their responsibilities in keeping children safe and secure. Staff are vigilant and well deployed. Adult-to-child ratios are maintained to ensure children are well supervised. Accident and incidents are accurately recorded and monitored by the management team. Any complaints received are thoroughly investigated. Parents are provided with a written record of the outcome of any complaint. The management team monitors the progress of different groups of children. Staff are provided with regular supervision. Their practice is systematically reviewed to inform training requirements. Some teaching is outstanding.

### Quality of teaching, learning and assessment is good

Staff make accurate assessments and use these to plan experiences to extend children's learning further. They track children's development each term and identify any areas where children are not achieving in line with typical expectations. Timely interventions are put in place to help children catch up in their learning. Young children are observant. They notice dust particles floating in a beam of sunshine. They articulately describe what this looks like. Staff support children's sustained interest as they explore trays of paint using their hands and brushes. Babies are developing a love a books. They snuggle up cosily with staff who provide plenty of time for them to look at the pictures. Older children initiate story time. Staff read with good expression to focus children's attention. Children demonstrate their memory recall abilities as they predict what happens next.

### Personal development, behaviour and welfare are good

The premises indoors and outdoors are well maintained, stimulating and inviting. Risks to children are minimised. Resources are well organised to support independence. Home visits and settling-in sessions are used to gather information from parents about their child's development and individual care needs. Key information about children's learning is translated into home languages to help ensure all parents are well informed. Children settle well and build secure attachments to their key person. Children relish learning in the outdoors each day. They place balls on the drainpipes and excitedly run to investigate the distance the balls travel. Children negotiate space well as they ride bicycles and push prams during their imaginative play. Children's physical well being is strong.

### Outcomes for children are good

Children are making good progress in their learning, including those in receipt of additional funding. Some children are exceeding the levels of development expected for their age. Children who have special educational needs or disabilities make astounding progress in their development from their starting points. All children are very motivated in their learning. Children's literacy skills are highly developed. Older children competently write their own names and those of their friends. Younger children confidently recognise letters and letter sounds. They correctly match letters to photographs of objects that begin with particular letters. Children are developing the positive dispositions, knowledge and skills they need for the future. Children are extremely well prepared for starting school.

## Setting details

<b>Unique reference number</b>	400105
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1078418
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Funcare Limited
<b>Registered person unique reference number</b>	RP523121
<b>Date of previous inspection</b>	23 October 2012
<b>Telephone number</b>	01423 886470

Woodland Day Nursery was registered in 2000. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The setting opens on Monday to Friday and all year round, apart from bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

