

Woodpeckers Day Nursery

Abbey Wood, Stoke Gifford, Bristol, Somerset, BS34 8JH



Inspection date	16 August 2017
Previous inspection date	25 June 2014

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

- The manager and staff provide an attractive and stimulating environment for all children indoors and outside. Children benefit from a broad range of resources and learning experiences that motivates them to explore. They receive plenty of opportunities to play and exercise in the fresh air, which promotes their health well.
- Staff know the children well and form close relationships with them, which helps children to settle in quickly. All children, particularly the pre-school children, are very confident, and they greatly enjoy their time at the nursery.
- The manager and staff accurately monitor children's learning to identify their current stage of development, and consider how to build on what they know and can do. They quickly recognise any gaps in learning, including between different groups of children, and target these to provide individual support. All children make good progress.
- The manager is proactive and committed to improving standards for children. She rigorously evaluates the practice and provision, and puts detailed plans in place to instigate changes that enrich children's experiences.

It is not yet outstanding because:

- At times, staff do not organise themselves as well as they could, so they are available to fully engage and motivate the older toddlers in their play.
- Staff sometimes miss opportunities to challenge children further and help them make even more progress in their learning.
- Staff do not always carefully consider the arrangements for snack times and mealtimes, particularly for babies and the oldest children.

What the setting needs to do to improve further

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

- review the deployment of staff who work with the oldest toddlers, to make the most of learning opportunities, and fully engage and motivate children in activities
- support staff to extend activities fully and follow children's emerging interests in their play and learning
- review the organisation of daily routines to better support children at snack times and mealtimes.

Inspection activities

- The inspectors observed children's play indoors and outside, routine activities such as snack time, and the deployment of staff.
- The inspectors carried out two joint observations with the managers, to evaluate the quality of teaching and learning.
- The inspectors spoke with staff, children and their parents, to take account of their feedback.
- The inspectors held a meeting with the managers at appropriate times during the inspection.
- The inspectors sampled a range of documentation, including self-evaluation, children's learning records, and staff training and supervision meeting records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear knowledge of child protection issues and the procedures to follow in the event of a concern about a child. The manager meets with staff regularly to discuss any issues and share good practice. She provides effective support to ensure the nursery runs smoothly and to strengthen staff professional development. For example, she has reviewed the placement of the senior team to enable it to have the greatest impact on the staff and children. Staff use new skills learned from training, such as making good use of signing to extend children's communication. The manager has detailed plans to continue to develop links with parents and other settings that children attend.

Quality of teaching, learning and assessment is good

Staff skilfully use assessment records and their good knowledge of children to plan and provide interesting and suitably challenging learning experiences. For example, they teach pre-school children to hold a pencil correctly, to help them write with more care and control. Staff encourage babies to explore and mix paint, and recognise the colours. Toddlers curiously investigate light with torches as they try to change the appearance of the light, such as by moving it close to and far away from a surface. Children choose to look at books, including their own learning records, and thoroughly enjoy talking about them with staff, which supports their literacy development well. They effectively communicate their thoughts and ideas with confidence, and use a wide vocabulary and signing. Staff work closely with parents and other agencies. They exchange detailed information about children's development to enable consistency in children's experiences.

Personal development, behaviour and welfare are good

Staff occupy babies well to ensure they are happy and content as they explore. Children develop good social skills to help them make friends and are curious about others. For example, babies wave happily to children they see in other rooms and toddlers play harmoniously together as they paint a picture on the same piece of paper. Older children know the daily routines, such as remembering to collect their name card when going to have a snack, and are independent. For instance, they take themselves to the toilet, use cutlery capably and organise their own rules during games with friends. All children behave well and follow staff instructions. Staff support children's move on to school effectively and enthusiastically ask about their new classes to build children's excitement.

Outcomes for children are good

Children are motivated to learn and concentrate well on their chosen activities. Babies happily explore the marks they make in sand with their hands, and gain strength and coordination as they learn to stand and walk. Children imaginatively act out what they know, such as making 'dinner' from mud, and develop a good understanding of cause and effect when skilfully using a mouse to play computer games. Children show good mathematical skills as they count, and recognise and order numbers.

Setting details

Unique reference number	136120
Local authority	South Gloucestershire
Inspection number	1068501
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 - 4
Total number of places	134
Number of children on roll	233
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	25 June 2014
Telephone number	0117 9694300

Woodpeckers Day Nursery is a workplace nursery based at the Ministry of Defence site at Abbey Wood, South Gloucestershire. It opened in 1996 and is run by Bright Horizons Family Solutions. The nursery opens each weekday for 51 weeks a year, from 7.30am to 6pm. There are 51 members of staff, 27 of whom hold appropriate early years qualifications to level 2 or 3. There are also three kitchen support staff. The nursery receives funding to provide free early education for children aged two, three and four years.

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