

Inspection of Woodlands Day Nursery

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

Inspection date: 21 August 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and motivated to learn in this welcoming and homely nursery. They thrive through the close and loving bonds they form with the nurturing and caring staff. Staff give babies who are settling plenty of cuddles to help make those initial attachments. This helps to develop reassurance, confidence and a sense of belonging.

Older children are fascinated by what they notice within their environment. For instance, they notice the light reflecting on the wall and point this out to staff. Staff offer additional resources, such as a mirror, so that children can create their own light reflection. Children concentrate intensely as they count out the scoops of flour they need to make play dough. They use various-sized spoons to stir the ingredients. Children recall that they need oil and water to make the dough. They are introduced to new vocabulary, such as 'crumble', 'combine' and 'knead'. Children actively use their hands and finger muscles to squeeze the dough, which strengthens their fine motor skills needed in preparation for early writing. Young children and babies climb on low-level equipment and play with sensory materials to develop their muscle control.

Children are excited to learn more about the world around them. They recall information they have already learned about the life cycle of frogs and caterpillars.

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

- Leaders and staff have worked hard to improve the provision and address the weaknesses raised at the last inspection. Staff receive support and guidance to help them understand and plan for what children need to learn. They have successfully reviewed and improved risk assessments to ensure children's safety.
- Leaders have developed a curriculum that is focused on children's personal, social and emotional skills and their communication and physical skills. They recognise that these skills are the building blocks to children making the best possible progress. Staff carefully consider what they want children to know and do. They work collaboratively so that children are ready for their next stages of learning. For example, young children are taught to walk and climb and form strong relationships. Older children are taught to manage their self-care and look after the environment around them. This enables children to develop the skills needed in later life and to become successful learners.
- Children with special educational needs and/or disabilities are supported well. Targeted planning identifies strategies that staff refer to and share with families. This ensures that children have interventions in place to help prepare them for their next stage in education.
- Children of all ages have experiences that support their language skills and

extend their vocabulary. This includes babies snuggling up with a member of staff while they share a book. Older children engage in back-and-forth conversations during their play, sharing stories and singing songs. Children are keen to talk to friends and staff about their family members, as well as to express and share their views.

- Children's emotions are valued, and staff encourage children to talk about how they are feeling. For example, staff use 'The Colour Monster' story to support children's emotional literacy. Overall, children develop friendships with others. However, occasionally, children have minor conflicts with their friends. While staff discourage this, they do not consistently help children to identify how to resolve these issues themselves, or to understand the impact of their actions on others.
- Staff provide children with healthy meals, snacks and fresh drinking water. They work with parents to understand what children like to eat. Children with allergies are well catered for. They enjoy the opportunity to be independent and use their skills well to pour their drinks and use cutlery. Children benefit from fresh air and exercise in the nursery's well-planned garden.
- Leaders place high priority on staff well-being. Staff are happy and feel well supported in their roles. They are highly reflective and work together to consistently enhance the quality of care and education for children.
- Relationships with parents are positive. Parents say that they receive a good range of information from their child's key person. This helps them to know how well children are progressing and how to support them at home. Parents comment on using the lending library, which further supports and embeds a love of reading at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding procedures. Staff know the signs and symptoms that may indicate that a child is at risk of harm. They know how to report these concerns and how to raise them directly with relevant agencies, if needed. Staff know how to whistle-blow and report concerns regarding colleagues to the relevant agencies. Leaders have a secure understanding of safer recruitment processes to ensure the suitability of staff working with children. Staff are vigilant in supervising children and carrying out effective risk assessments to help keep children safe.

What does the setting need to do to improve?

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

- support staff to help children resolve conflict for themselves and to understand the impact of their actions on others.

Setting details

Unique reference number	2699440
Local authority	Durham
Inspection number	10284928
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	55
Number of children on roll	24
Name of registered person	Northumbria Day Nurseries Ltd
Registered person unique reference number	2699439
Telephone number	07951539805
Date of previous inspection	14 March 2023

Information about this early years setting

Woodlands Day Nursery registered in 2022. It is situated in the Meadowfield Industrial Estate, Durham. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualification at level 6, and four hold appropriate early years qualification at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and the providers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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