

Woodhouse Day Nursery

16 Church Hill, Woodhouse Eaves, Loughborough, Leicestershire, LE12 8RT



Inspection date

18 July 2017

Previous inspection date

9 May 2013

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

- Leaders are highly motivated, reflect on practice and use their experience to make changes that improve the quality of care. For example, they have developed effective systems for assessing children's progress and planning activities.
- Reviews by leaders of children's progress identify any areas where children are behind expected levels for their age. From this action plans put in place support children to catch up in these areas.
- Parents are very happy with the care provided. They say friendly staff provide regular updates to them about their children's progress. Parents receive ideas from managers and staff as to how they can support their child's learning at home.
- Children enjoy playing alongside each other and are eager to join in activities which are led by adults. They spend long periods of time focusing on learning new things when taking part in activities such as baking.
- Views from parents and children are sought and subsequent planning takes account of their responses. For example, children learn how to keep safe from strangers during a visit by the police which was arranged following their feedback in response to a survey on safety.

It is not yet outstanding because:

- Records of injuries that children have sustained before coming into nursery, which are used to support children's welfare, do not contain sufficient detail.
- Staff do not always explain to children about why it is important to eat healthy food which is provided to them at meal times.

What the setting needs to do to improve further

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

- improve records made of injuries that children have sustained before coming into nursery so that the details of the injury are clearly recorded
- develop staff practice so that they talk to children about the importance of eating healthy food during mealtimes.

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with the nursery owner and manager.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation, such as children's records, staff supervision records, policies and children's progress tracking sheets.
- The inspector spoke to staff regarding their knowledge of safeguarding, their key children's progress, procedures and the support they receive from leaders.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

William Good

Inspection findings

Effectiveness of the leadership and management is good

Leaders complete robust checks on staff to make sure they are suitable and have the relevant training, skills and knowledge required for their role. Leaders ensure staff understand their roles and responsibilities and ask a 'question of the day' to regularly test their understanding of the nursery's policies and procedures. Safeguarding is effective. Designated leads attended a safeguarding course recently and are using knowledge from this to deliver in-house training. Staff knowledge of safeguarding is tested by regularly seeking their responses to questions which are linked to child protection scenarios. Staff have a clear understanding of the signs of abuse and procedures to follow if they have a concern. The manager identifies and provides relevant training from regular reviews of staff practice. For example, staff completed recent training on the new and improved planning and assessment system put in place to monitor children's progress. The new system and the environment assist in providing children with a curriculum that covers all areas of learning.

Quality of teaching, learning and assessment is good

Assessments of children's development are accurate and inform planning of activities so that they help children to progress. The manager shares her in-depth knowledge of teaching to provide staff with feedback that helps them to improve. Teaching is effective. Staff listen carefully to children and extend their learning through play chosen by children. For example, staff model how to roll wet sand into a ball. They notice a child in the group who is struggling and move around the table so they can support the child with the activity. They introduce new words such as 'scoop' and 'squish'. Staff know children well, and offer praise for achievements such as when a child plays with sand for the first time.

Personal development, behaviour and welfare are good

Children behave well, they listen carefully to instructions and wait patiently for their turn during activities. For example, nine children sat for some time and took turns putting ingredients into a jug during an experiment with baking soda. Children are learning to keep themselves safe, for example they talk about the fact that drinking the mixture would make them poorly. Staff asks questions that make children think, such as what will happen when they put the baking soda into the vinegar. After adding the first spoon the children are confident to predict what they think is going to happen and scream with joy as froth comes out the top of the jar. Staff develop children's understanding of the world for example by explaining baking soda makes bread and cakes rise. Children have secure bonds with staff, they share their thoughts and wishes, and seek comfort when required.

Outcomes for children are good

Children are working at typical levels of development for their age. Physical development skills are progressing well. For example, the beam and climbing frames outside develop children's strength in their legs and ability to balance. Children are able to walk safely on stilts. Key skills required for school are developing well. For example, younger children are already confident to tell staff when they need the toilet. The new assessment system monitors the progress of different groups of children.

Setting details

Unique reference number	EY261598
Local authority	Leicestershire
Inspection number	1079680
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	1 - 6
Total number of places	70
Number of children on roll	67
Name of registered person	Timothy John McEnery
Registered person unique reference number	RP514094
Date of previous inspection	9 May 2013
Telephone number	01509891131

Woodhouse Day Nursery was re-registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in the village of Woodhouse Eaves, Leicestershire. The nursery employs 11 members of childcare staff, of whom one holds appropriate early years qualifications at level 4, eight at level 3 and one at level 2. It opens on Monday to Friday from 7.30am to 6pm all year round, with the exception of Bank Holidays. The nursery provides funded early education for two-, three- and four-year-olds.

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