

Inspection of Timbers Nursery School

Oakridge Hall for All, Forsythia Walk, Oakridge Village, BASINGSTOKE, Hampshire
RG21 5RL

Inspection date: 10 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive extremely eager to learn and play. They greet staff with enthusiasm. Staff, families and children have developed excellent relationships. As a result, children feel safe, secure and valued in this nurturing, calm environment. Staff create a respectful culture. They consistently model positive interactions and prioritise children's emotional well-being. Staff guide children's behaviour thoughtfully and promote their independence with clear, supportive boundaries. Children's behaviour is exemplary. They show respect, take turns and develop problem-solving skills with skilful support from staff.

Staff implement an ambitious, tailored curriculum that meets each child's needs. They create exceptionally inviting environments with stimulating activities and resources. They observe children's interests to plan purposeful learning activities. This supports staff in identifying next steps for each child's development. Staff know all children incredibly well, enabling them to support learning very successfully. Children make rapid progress.

Staff have high-quality interactions with children. They provide ongoing opportunities for children to develop and use their language skills. For example, staff use effective questioning, age-appropriate vocabulary and visual prompts with children. They help children test out their ideas together, such as when building with construction bricks. This sparks curiosity and children's exceptional engagement in learning. Staff expertly build children's skills and knowledge over time. For instance, children practise their physical skills by firstly banging a golf tee into a watermelon. They then build on these skills to take part confidently in supervised woodwork activities with wood and nails.

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

- The highly experienced leadership team has an ambitious vision. All staff model this through the play-based curriculum and their interactions with others. Leaders have formed excellent relationships with staff and children. From this, they have created very clear expectations for behaviour, attitudes and learning. Leaders provide staff with regular training, supervision sessions and meetings. They have created an extremely open culture. Leaders ensure that staff's continuous professional development and well-being are prioritised. For instance, leaders run an in-house podcast with important information that is shared between staff.
- Leaders and staff work closely with other agencies. This helps children and families get any additional support and funding they need. Leaders use additional funding to improve children's learning experiences, for example to provide new resources in the garden. They use children's interests to buy new

resources that will capture their interest and imagination. As a result, children have high levels of engagement.

- Partnership with parents is exceptional. Staff provide opportunities for parents to extend children's learning at home. For example, there is a library of books and puzzles for families to borrow. This helps children connect what they learn in the nursery to their daily life. Parents' views are respected, and staff regularly ask parents for updates about children's life experiences. This results in an up-to-date understanding of every child's development. Staff share useful information with parents. For instance, staff create information posters about healthy eating. This supports parents' awareness of the impact of sugar on their children's teeth.
- Staff delivery of the engaging curriculum is inspiring. All children make excellent progress. For example, children peel and cut their own fruit. This boosts their small physical skills fast. Staff have a highly effective, united approach. They closely evaluate children's development. They seek the views of parents to help influence their curriculum. For example, parents have requested support with teeth cleaning. Staff now incorporate this as part of children's daily learning.
- Staff hold small-group sessions to support children's language development. They use these sessions to monitor any children who may need additional support. These sessions are extremely effective. As a result, children speak with confidence and their vocabulary is progressing fast.
- There is excellent support in place for children who speak English as an additional language. For example, parents write words from their home language phonetically for staff to use with children. Children have an incredibly strong sense of self and belonging. They celebrate their similarities and differences, engaging in high-quality interactions with others. For example, staff read stories to children and discuss people's differences and similarities to embrace and celebrate these. Every child has access to all areas of the setting throughout the day. Children feel respected, and that their voice is heard.
- Children are well prepared for the next stage of learning. For example, staff ask children what they think they should do if they encounter a problem. As a result, children think critically and problem-solve independently.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY457530
Local authority	Hampshire
Inspection number	10399090
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	31
Number of children on roll	36
Name of registered person	Timbers & Lychpit Ltd
Registered person unique reference number	RP532251
Telephone number	01256 475833
Date of previous inspection	19 November 2019

Information about this early years setting

Timbers Nursery School registered in 2002 and re-registered in 2012 to become a limited company. It is situated in the Oakridge area of Basingstoke, Hampshire. The nursery is open from 9am to 3pm each weekday. It operates during term time only. The provider accepts government-funded places for childcare and receives specific funding for disadvantaged children. The nursery employs 10 members of staff to work directly with the children. Of these, eight staff hold relevant qualifications, including one with a BA in early years and one with qualified teacher status.

Information about this inspection

Inspector

Beth Wilson

Inspection activities

- The leaders and the inspector completed a learning walk, discussing all areas of the nursery and curriculum.
- Together, the leaders and the inspector completed a joint observation and compared their evaluations and the impact on children's outcomes.
- Children spoke to the inspector during the inspection.
- The inspector observed indoor and outdoor play to assess the quality of education and how it influenced children's learning.
- The inspector looked at relevant documents, such as evidence of the suitability checks of all staff working in the setting.
- The inspector held discussions with parents and staff at appropriate times. Their views were considered as a part of the inspection.
- A meeting was held between the inspector and the leadership team to explore how effectively they self-evaluate.

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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