

Woodlands Pre-school & Day Nursery

Church Road, Southborough, Tunbridge Wells, Kent, TN4 0RU



Inspection date

10 May 2018

Previous inspection date

22 April 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-----------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 work well to keep up to date with new ideas and build on their skills and knowledge even further. For example, they have learned about the different ways to support children to develop good communication and language skills.
- Staff establish positive relationships with parents and keep them fully informed of their children's learning. For example, they share activities daily, such as planting ideas.
- Staff get to know individual children and their personalities well. This helps children develop a good sense of belonging and positive levels of well-being and self-esteem.
- Children have good opportunities to develop their writing skills. Younger children give meaning to marks as they paint and older children write simple words with confidence.
- There are good opportunities for children to develop respect and understanding of other people's similarities and differences in the wider world. For instance, children learn about a wide range of religious beliefs, such as Muslim traditions like Ramadan.
- Children have good opportunities to explore and investigate. For example, they enjoy carrying out nature and bug hunts during regular walks in the woodland with staff.

It is not yet outstanding because:

- Staff do not consistently encourage children to learn and think about the consequences of their actions on others to extend their life skills even further.
- Staff do not make the most out of the organisation of larger group activities to ensure that they fully engage all children during their learning experiences.

What the setting needs to do to improve further

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

- extend children's opportunities to independently resolve minor conflicts and fully understand the consequences of their behaviour more maturely
- review and improve the organisation of large-group activities to ensure that they fully engage all children in their learning opportunities.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to the manager, children, parents and staff and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff effectively evaluate their practice together. For example, they observe each other interact with children and provide each other with helpful advice. The manager uses feedback to set staff challenging individual targets to meet. The manager closely monitors the consistency of care and learning that staff provide children. For example, she holds regular individual meetings with staff to discuss their performance. Staff establish positive relationships with other early years professionals. For example, they regularly share children's achievements with other settings that they attend. This helps them to provide children with a good consistent approach to their shared care and learning experiences. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Staff deploy themselves well and ensure that they always meet the required ratios to help supervise children effectively. Children learn how to keep themselves safe. For example, they practise regular fire evacuation drills with staff. Staff carry out regular headcounts to ensure that all children are accounted for and kept safe during practices.

Quality of teaching, learning and assessment is good

The manager and staff effectively monitor the progress of individual and different groups of children. Staff quickly identify any gaps in children's development and provide good support to help close the gaps promptly. Staff effectively support children to prepare for their eventual move to school. For example, children gain good skills to support their early mathematical skills. Younger children enjoy counting as they play and older children complete simple sums with confidence. Staff build on children's ideas effectively. For instance, they encourage children discussing the city of London to go on to make models of famous London landmarks, such as 'Big Ben'.

Personal development, behaviour and welfare are good

Children are polite and are happy to play together. They are confident to communicate their ideas. Children develop a good understanding of healthy lifestyles. For example, they are keen to harvest healthy food such as pea shoots, with staff. Children have good opportunities to develop their physical skills. For example, they negotiate obstacles such as tyres and older children explore more complicated movements and control of their bodies as they climb trees.

Outcomes for children are good

All children, including those who learn English as an additional language, make good progress. For example, children learn to say 'hello' in a range of other languages such as Spanish. Children learn good skills to support their future learning. For example, they confidently choose their own play with independence. Children explore more complex ideas. For instance, they participate in experiments as they make erupting volcanos.

Setting details

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| Unique reference number | EY283891 |
| Local authority | Kent |
| Inspection number | 1135533 |
| 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 | 2 - 4 |
| Total number of places | 70 |
| Number of children on roll | 111 |
| Name of registered person | Asquith Nurseries Limited |
| Registered person unique reference number | RP900811 |
| Date of previous inspection | 22 April 2013 |
| Telephone number | 01892 518 262 |

Woodlands Pre-school & Day Nursery registered in 1997. It is located in Southborough, Kent and is open Monday to Friday from 7am until 6.30pm all year round. The setting receives funding to provide free early education to children aged two, three and four years. The provider employs 19 members of staff, 14 of whom hold relevant early years qualifications at level 2 or above. This includes two members of staff who hold a relevant early years degree and one member of staff who has qualified teacher status.

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