

# Inspection of Woodlands Day Nursery and Nursery School

28 Ridgeway Road, Timperley, Altrincham WA15 7EY

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Inspection date: 19 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children arrive at this nursery excited to start their day. They leave their parents and carers happily, as staff warmly greet them inside. Children respond positively to the high expectations staff have of them. They behave well and follow instructions without hesitation. Boundaries and routines are supported with visual prompts and audible signals, which give children time to understand what is happening and respond appropriately.

Children have access to a selection of exciting outdoor and indoor activities where they challenge themselves physically, exploring the different ways their bodies move. Children work together to carry large pumpkins from one area of the garden to another. They are keen to discover what they can do with natural materials in the mud kitchen. Children skilfully use graters, peelers, and other utensils to add ingredients from pumpkins and herbs grown in the garden to their mud pies. This helps to build the small-hand muscles needed to become competent writers.

Children develop a love of books. Babies eagerly join in with the sounds of familiar animals as they sing to 'Old MacDonald' and read 'Dear Zoo'. Older children listen intently as staff read expressively from non-fiction books. Children are intrigued by the meaning of words such as 'herbivore' and 'carnivore.' This is helping all children to develop good communication and language skills while at the setting.

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

- There are many opportunities for children to build on their experiences of the wider world. Children regularly access a local forest school session to develop their emotional and physical well-being. They are also working with the local nursing home to share experiences, such as well-being activities with lavender play dough and face masks. These experiences help children to understand the world around them and the community in which they live.
- Overall, children are supported to develop their independence skills as they play. For example, staff encourage children to put on their own coats and carefully use real tools. Furthermore, toddlers confidently serve their own food and pour their own drinks at mealtimes. However, opportunities for older children to practise and further build upon their good levels of independence are not always utilised during routines, such as lunchtime. Some staff offer their support too quickly and do things for children that they could try to do for themselves.
- Staff encourage children to talk about how they are feeling and support them to manage their feelings when they encounter difficulties. For example, children tell each other if something makes them sad, and they relate this to a familiar story, 'The Colour Monster'. This helps children to learn vocabulary to articulate their feelings.

- A key strength of the setting is the support in place for children with special educational needs and/or disabilities (SEND). The special educational needs and disabilities coordinator (SENDCo) goes to great lengths in her efforts to remove barriers to learning. Intervention plans are monitored with rigour, and targets are shared with all staff and reviewed consistently. Partnership working is exemplary.
- Staff praise the management team and feel well supported in their roles. The manager and deputy support staff effectively through regular supervision meetings and observations of their practice. Staff have access to online training and are encouraged to reflect on their practice through peer-on-peer observations, which enhances their knowledge and supports children's learning.
- Parents speak very highly of the setting and are extremely happy with the support they receive. They praise the communication between staff and the parents via online systems, parents' meetings and termly reports. Parents feel included in their child's learning, with regular 'challenges' for learning together at home. They make special reference to the support the nursery gives to families and the community through local food banks and oral health bags.
- Staff provide a curriculum that builds upon what children already know and can do. They skilfully use children's interests to engage and motivate them in their learning. For example, children talk to each other about making pancakes in the home corner as they mix real ingredients together. They squeeze and grate lemon peel to add to their pancake mixture. This helps children to make connections in their learning from home and develop their fine motor skills when using real tools.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand the procedures to follow should they have concerns about the welfare of a child or the conduct of a staff member. Staff receive regular training to help keep their knowledge up to date. They know about a range of safeguarding issues, including 'E-safety'. The provider follows robust recruitment procedures to help ensure that staff are suitable. Staff teach children the importance of keeping themselves safe. They talk to children about how to use sharp utensils safely, with the teeth facing away when they chop fruit and peel vegetables. Staff share regular safeguarding information with families, such as how to keep children safe online.

## What does the setting need to do to improve?

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

- review the organisation of routines and enhance opportunities for older children to build upon their independence skills even further.

## Setting details

<b>Unique reference number</b>	2597602
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10251448
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	57
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Elmscot Group Limited
<b>Registered person unique reference number</b>	RP910343
<b>Telephone number</b>	0161 903 9040
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Woodlands Day Nursery & Nursery School re-registered with Elmscot Nursery Group in August 2020. The nursery employs 27 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and above. Included in this are seven staff with level 5 and above, two with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jenny Smillie

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager, deputy manager and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with leaders and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector spoke to parents during the inspection and read written feedback. She took account of all views.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.

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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