

# Woodberry Day Nursery

229-231 Botley Road, Southampton, Hampshire SO19 0NL



<b>Inspection date</b>	17 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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## Summary of key findings for parents

### This provision is good

- The manager takes effective steps to raise standards and uses the views of others to reflect on and improve the nursery. For instance, changes to the outdoor environment, since registration, enhance the opportunities for younger children to build on their physical skills. Children move freely between indoors and outdoors, which supports their preferred learning styles and interests.
- Staff work closely together to create a welcoming environment. They have a good knowledge about children's individual care needs and use this to help tailor the care they provide to support younger children's emotional well-being effectively.
- Staff place a strong focus on teaching children about the wider world. For instance, recently introduced 'nature nursery' helps pre-school children to learn about the natural world through hands-on experiences.
- Staff provide an interesting learning environment, which helps to motivate children's learning. Staff capture opportunities to build on children's learning following their individual interests well. For instance, staff teach children how to make patterns and explain new mathematical language, to support children's learning well.
- The manager does not consistently use staff supervisions to support staff to gain the skills and knowledge that will be the most useful in helping them to support their key children to make the best possible progress.
- Although partnerships with parents are good, overall, staff do not yet consistently offer all parents ideas and suggestions about how they can continue to support their children's learning at home.

## What the setting needs to do to improve further

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

- focus the professional development for staff more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs
- explore more opportunities to consistently share information with all parents, to help support parents to continue their children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector completed a joint observation with the manager. She also met with the leadership team to discuss self-evaluation and the monitoring processes.
- The inspector spoke to children, staff and the manager at appropriate times, and observed activities throughout the nursery.
- The inspector looked at the nursery's policies and procedures, staff's files and children's records.
- The inspector spoke to parents and took account of their views and the written views of other parents provided on the day of the inspection.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff benefit from regular training to keep their knowledge of safeguarding policies and procedures up to date. Staff know how to identify and report concerns about children to keep them safe. Staff work closely with other agencies involved in children's care, this helps them to ensure children's welfare needs are met effectively. The manager implements robust staff recruitment and induction processes, to ensure the suitability of all individuals who are working directly with children, including on an ongoing basis. The manager checks the quality of teaching and children's progress regularly. For instance, she informally observes staff in group rooms and gives advice on ways to improve, where necessary. This helps to ensure that children make good progress in their learning from their starting points.

### Quality of teaching, learning and assessment is good

Staff provide a good variety of learning experiences to meet the differing ages of children at the setting. Staff who work with younger children develop their physical skills well. For instance, as babies navigate over soft-play areas staff help them to become confident in pulling themselves up to stand. Staff promote toddler's communication skills well. For example, as they share stories they introduce new language and model new words. Staff capture opportunities to help children develop their mathematical and skills well. For example, pre-school children learn the names of the direction of repeating patterns, such as 'diagonal', and staff help them to think about what they can do next to continue the pattern. Staff make regular observations and assessments of children's learning to plan for their next steps well, overall. Children's key achievements are shared with parents, to keep them informed of their children's progress.

### Personal development, behaviour and welfare are good

Staff get to know their key children's individual likes and interests, and provide them with comfort and reassurance when children need this. Parents comment positively about the good level of care staff provide for their children and on the 'positive bonds that are established with their child's key person'. Staff who work with older children, promote their independence well. For instance, pre-school children serve themselves at snack time, and are confident in managing their personal care needs well. Staff place a strong focus on helping children learn about healthy lifestyles. For instance, foods provided for children by the nursery are nutritious and healthy and, staff promote daily opportunities for children to engage in active physical play.

### Outcomes for children are good

Children, including those in receipt of additional funding, make typical progress for their age and stage of development. Babies are developing good physical coordination, such as when they connect building blocks together. Toddlers and older children gain good attention skills. They concentrate well in activities that interest them. For instance, children use picture cards to practise moving their bodies to match the pictures and learn about the names of the 'yoga poses' as staff help them to recognise some familiar letters and the sounds they make. Overall, children gain the skills that prepare them well for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY539172
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10079326
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	65
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Woodberry Day Nursery (Sholing) Limited
<b>Registered person unique reference number</b>	RP539171
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02380 407007

Woodberry Day Nursery Limited registered 2016. There are 14 members of staff who work directly with children. Of these, two members of staff hold qualified teacher status and six members of staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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