

Inspection of Woodfields Day Nursery

17 Buckley Street, Bury, Lancashire BL9 5AF

Inspection date: 16 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled and safe at the nursery. They happily join in with activities that help them learn new knowledge and skills. Children respond positively to the high expectations staff have of them. They behave well and follow instructions without hesitation. Children of all ages play together in the shared outdoor area. This means siblings spend time together and babies and toddlers learn from older children. Children develop their physical skills as they zoom around the outdoor area on bikes and scooters. They play outdoors every day which supports their health and well-being.

Children develop a love of books. They eagerly join in with familiar phrases as they listen to 'Room on the Broom' and 'The Gruffalo'. They listen intently as staff read expressively. Children scream and jump with excitement when the page turns, and they see the familiar characters. Children learn through song as they sing about the days of the week and seasons. All children are treated as valued members of the nursery community. They explore nature as they visit local Parks and woodlands. Children experience food from different cultures and learn about different celebrations. They talk to staff about differences in people, such as those who are older or who have disabilities. This supports children's understanding of the diverse world they live in.

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

- Staff know children well. They plan next steps in children's learning that meet children's individual needs. Staff have good knowledge of child development which helps them to plan challenging activities that extend children's learning. All children, including those in receipt of additional funding, make good progress in their learning.
- Support for children's communication and language development is good. Staff narrate everything they do and repeat key words and phrases to children. They ask babies questions, such as 'shall we zip up your coat?' which helps babies to understand what is happening around them. Stories and songs are used effectively to expand children's vocabulary, and the children become confident communicators.
- Children with special educational needs and/or disabilities (SEND) make good progress in their development. Tailored support is put in place to help meet their needs. The special educational needs and/or disabilities coordinator is knowledgeable and fully understands her role. She works with a variety of agencies to help make sure the right support is put in place for children. Additional adults support children with SEND. They build strong relationships which helps children to feel settled and secure.
- Behaviour is good. Consistent strategies across the nursery help children to

understand what is expected of them. Strong routines support children's positive behaviour. For example, when it is time to sit on the carpet, children quickly gather to listen to a story.

- Children have positive attitudes towards learning. They are eager to explore and investigate their surroundings. For example, children giggle as they enthusiastically act out the movements of different animals. They develop their physical skills, as well as listening and attention skills as they focus on following instructions. Children become fully engaged in their learning.
- Children are supported to develop some independence skills, such as washing their own hands and putting their own coats on. However, on occasion children are not fully encouraged to develop their own skills. For example, children do not always attempt to clean their own noses or consistently use knives and forks. This means that these skills are not yet fully developed.
- The manager effectively evaluates the setting. Regular supervisions are effective at identifying staff training needs. Staff take part in training to keep their knowledge and skills up to date. Staff feel supported by management which helps them to fulfil their roles effectively.
- Parents are very happy with the nursery. They praise the communication they receive and the progress children make. Parents are involved with their children's learning. For example, babies take home books that help them to identify different facial features. This helps to promote continuity in learning between the nursery and home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of different types of abuse and what signs they need to be alert to. They know how to report any concerns they have. Children are taught to walk down the stairs safely. They learn to walk slowly and hold the handrail. Staff risk assess the environment, taking action to remove hazards such as spilt sand and water throughout the day. This helps them to provide a safe space for children to play and learn. The nursery works closely with local safeguarding teams and children's services to support children and families. Dietary requirements are managed well. Food is prepared and served separately which helps to prevent any cross contamination.

What does the setting need to do to improve?

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

- strengthen support for children's growing independence skills so that they consistently learn to do things for themselves.

Setting details

Unique reference number	EY281804
Local authority	Bury
Inspection number	10234793
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	68
Name of registered person	Creche-N-Co Ltd
Registered person unique reference number	RP905979
Telephone number	0161 797 2223
Date of previous inspection	20 December 2016

Information about this early years setting

Woodfields Day Nursery registered 2004 and is based in Bury. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and one week at Christmas. The nursery employs 13 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, seven at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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