

Inspection of Woodberry Day Nursery and Preschool-Sholing

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

Inspection date: 18 December 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

The recently appointed manager has made many improvements to the nursery. She has worked with staff to develop safe, inviting play spaces for the children. Although changes are still in progress, staff plan better opportunities for children to learn. They now provide a broader curriculum and an environment that is more effectively designed to meet children's needs. For example, staff have created areas for the children, such as play dough stations. The manager deploys staff effectively to support and extend children's learning as they play.

Children confidently enter the nursery and separate from their parents with ease. Staff help children to settle and place a strong focus on their happiness. They support children to make progress in their learning and development. Babies and young children happily explore their newly created environment. Toddlers enjoy snuggling up with key persons to look at books. This helps to develop their communication skills as they look at the pictures together.

Children are confident and independent. They explore the outside freely, riding on bikes and painting with the brushes. This helps to develop their physical skills.

Staff have high expectations for children's behaviour. They support them effectively, on the odd occasion when they struggle to share. All children including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- Since the last inspection there has been a change of manager. She has made great progress in her short time at the nursery. Staff report their well-being has improved and they enjoy coming to work. The manager has introduced supervision sessions which focus on individuals' personal and professional development. All staff have attended training and have a better understanding of the procedures to follow if they have safeguarding concerns. Health and safety has been a priority. As a result, procedures have been improved and the environment is safe for children.
- The manager has introduced new planning systems. She has provided training for staff to develop their knowledge and understanding of how children learn. The manager has implemented new planning boards for the staff team to use. While staff are familiar with the new system, it is still in its infancy. As a result, planning is not as focussed as it could be and next steps are not always specific to the individual child.
- The new manager has introduced parents evenings to discuss children's progress. Staff display information for parents outside the rooms, but not all

parents are aware of this. Parents are generally happy with the care their children receive from the staff. They know who their child's key person is. Parents receive some updates on their children's progress. However, these do not consistently provide specific details, such as what is planned next for their child, to support parents in extending learning at home.

- The new manager is also the special educational needs coordinator. She is well trained and has experience of children with SEND. She shares her knowledge with the staff through training and team meetings. As a result, children with SEND are now identified early. Referrals are made promptly to ensure children receive the support they need.
- Staff demonstrate good hygiene practices during nappy changing routines. They wear protective clothing and wipe down surfaces after each change. Staff encourage children to wipe their noses and wash their hands afterwards. They remind children to put their hands over their mouths when they cough. As a result, children are learning about the importance of leading healthy lifestyles.
- Staff help children to develop positive attitudes to learning and to persevere in their play. For example, children concentrate when completing puzzles, searching for the right pieces. They express delight when they complete the picture and share their achievements with staff.
- The new manager has formed links with local schools children will transition to. This helps staff to prepare children for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff have recently updated their knowledge of safeguarding through additional training. They recognise the possible signs and symptoms which may indicate that a child is at risk of harm or abuse. Staff know the procedures to report concerns about children or to respond to allegations against adults working with children. The new manager uses questions each week to ensure staff's knowledge remains up to date. The manager and staff have a secure understanding of safeguarding issues, including domestic abuse and radicalisation. Robust recruitment procedures ensure staff are suitable to work with children. Regular checks help to ensure the premises remain safe and suitable.

What does the setting need to do to improve?

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

- support staff to fully understand and embed the new systems for identifying, and planning for, the next steps in children's learning
- strengthen the arrangements to share information with parents about their child's progress and next steps in learning.

Setting details

Unique reference number	2710813
Local authority	Southampton
Inspection number	10309974
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 7
Total number of places	73
Number of children on roll	76
Name of registered person	Play Away Day Nurseries Limited
Registered person unique reference number	RP902258
Telephone number	023 8040 7007
Date of previous inspection	23 August 2023

Information about this early years setting

Woodberry Day Nursery and Preschool-Sholing registered in 2022. It is located in Southampton and is part of Play Away Day Nurseries Limited. The nursery is open weekdays from 7.30am to 6pm, for 51 weeks of the year. The nursery provides free early education for children aged two, three and four years. It employs 13 staff. Of these, 12 hold relevant childcare qualifications at Level 2 or above.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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