

Report for childcare on domestic premises

Inspection date: 23 November 2023

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

The provision is good

Children flourish in this nurturing and stimulating environment. Every child is warmly greeted on arrival by the kind and friendly staff team. This helps children to feel secure and valued from the start of every day. Children behave well. They mirror the kindness and respect shown to them by staff in their own friendships and communications.

Children benefit from a thoughtfully planned curriculum, which places high priority on maximising children's learning through their play. They independently explore the well-prepared environments, and staff extend learning with thoughtful interactions. This supports children of all ages to actively engage in the activities. Children approach routines and opportunities enthusiastically and concentrate for extended periods. Babies focus attentively as they explore a wide range of natural resources. Older children work together to create a visual art representation of the book, 'We're Going on a Bear Hunt'. All children make good progress in their learning and are well prepared for their next stages of development.

Children's learning is enhanced considerably by the opportunities for outdoor play. The large garden is used all year round, to help children develop their curiosity and love of learning. Children have excellent opportunities to explore, discover and take risks within a safe environment. They develop superb physical strength and coordination. For example, they climb trees, balance on planks and swing from branches safely. They demonstrate their active imaginations and good language skills, as they create their own 'cakes' in the well-resourced mud kitchen and self-initiate a game of 'What's the Time Mr Wolf?'

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

- The provider has made significant improvements since the last inspection. Improvements to the safer recruitment of staff are fully in place and robust. This ensures that children are safeguarded and cared for by fully vetted staff.
- Staff know the children well. They observe children as they play and evaluate their observations. This supports them to identify where children are in their learning and what they need to do to promote their continuing progress. Staff plan and provide a wide range of activities that support children's good progress across all areas of learning.
- Children develop good knowledge and skills in readiness for school. They have a sound understanding of mathematical concepts, such as shape, quantity and size, which is skilfully fostered by staff.
- Children play and learn in a friendly and inclusive environment. Staff value the diversity of cultures and languages in the setting and reflect these in the activities and events that they provide.

- Staff talk to children as they play and get down to their level. Children hear a range of stories and rhymes, both indoors and outdoors. Staff ask children questions and comment on their actions, such as 'half' and 'quarter' as they cut the fruit with them. However, staff are not always ambitious enough in the language they use when talking with children, in order to extend children's vocabulary more widely.
- Children with special educational needs and/or disabilities are very well supported. The provider and special educational needs coordinator are passionate about their roles and responsibilities to help children, and families get the early support they need. Regular meetings are held with parents, and they work closely with other professionals. They assess where improvements can be made and use funding to provide children with additional staff support and resources.
- There is a strong focus on music at this setting. A highly skilled and enthusiastic teacher uses an array of musical instruments with all ages of children. Even the youngest children demonstrate their familiarity with the instruments and clearly enjoy using them and readily follow the instructions to play loudly, quietly, slowly, quickly and to stop. Children's faces and bodies demonstrate sheer enjoyment as they explore how they can make different sounds.
- The provider supports staff well-being effectively. She knows her staff team well and meets with staff individually to discuss work and offer assistance where needed. She is committed to the continual development of her team. Staff benefit from an effective programme of supervision that manages their performance and supports their professional development. They have opportunities to share their skills and learn from their colleagues, to improve practice.
- Partnerships with parents are good. Parents describe the staff as caring and friendly, and state that they are very happy with the provision. Staff keep parents regularly informed about their children's learning and provide advice for supporting their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff carefully assess and manage risks in the environment, such as climbing equipment in the garden. They closely supervise children and teach them how to manage risks in their play. There are effective procedures in place to manage concerns about children's welfare. Staff help children and families who need additional support. They know how to identify concerns about a child's welfare and how to report these. They regularly complete child protection training. The provider has a robust recruitment procedure, which includes comprehensive background checks on staff to keep children safe. She ensures that staff are deployed effectively throughout the day to maintain children's safety.

What does the setting need to do to improve?

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

- enhance staff's practice and understanding of how to help children to develop a wide and varied vocabulary.

Setting details

Unique reference number	EY411255
Local authority	Barnet
Inspection number	10300857
Type of provision	Childcare on 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	1 to 4
Total number of places	30
Number of children on roll	35
Registered person unique reference number	RP510886
Date of previous inspection	31 May 2023

Information about this early years setting

Woodlands Home Nursery registered in 2010. The nursery operates from a large, detached house in Woodside Park, North London. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications, ranging from level 3 to level 6, including two qualified teachers. The nursery opens from 8am until 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anne Maher

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 provider joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector carried out a joint observation with the manager to assess the impact of staff's teaching on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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