

# Inspection of Woodland Nursery School

St Martin's Hall, Dene Lane, Lower Bourne, Farnham, Surrey GU10 3PN

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Inspection date: 27 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

The manager and the staff team are passionate about maintaining exceptionally high standards. They place a focus on building a particularly distinctive sense of community and are very highly regarded. Children settle effortlessly into the nursery and display loving and trusting bonds with all members of staff. Their behaviour is exceptional. Older children show a mature understanding of working well with others and younger children receive consistent explanations to help them to develop these skills quickly. Staff ensure that children are safe and secure at all times. They use robust risk assessments to help support children to explore and investigate in their play. Children are enthralled and excited learners. Staff provide rich experiences for them in both the indoor and the outdoor environment. For example, children immerse themselves in their learning as they make potions with herbs and use pipettes to build on their fine motor skills. Staff skilfully challenge children's learning at every opportunity. For instance, as children mash the herbs, staff talk about the 'aroma' and the different smells they are creating. Children build superb levels of independence and have a noteworthy sense of belonging. They master their own self-care skills through an impressive level of perseverance, and encouragement from the staff team. Children are building a deep and rich understanding of how to make healthy choices in their diet. They have opportunities in 'Gardening Club' to grow, tend and harvest a range of vegetables.

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

- Children receive optimal challenges to help them to build a commendable early awareness of the wonders of nature around them. They go to forest school sessions to learn about trees, animals and birds. During their sessions, they take time to listen intently to the noises around them and are starting to identify sounds that they recall. Children take calculated risks in their play and show an impressive understanding of keeping themselves safe. For example, they can proficiently climb over logs of different heights while intently following the rules and boundaries.
- Partnerships with parents are notably strong and highly effective. Parents are highly valued and included in all aspects of their children's development and achievements. The next steps for children's learning are set in a very collaborative way to help them to also continue to thrive when at home. A great attention to detail is incorporated into helping children to make a seamless transition to school. Children have wonderful levels of self-esteem and resilience.
- The manager uses the process of self-evaluation in all aspects of her role and responsibilities. Plans for improvement are meticulous and precise. The views and comments of the staff, parents and the children are a vital part of identifying areas for change. Staff constantly involve the children in discussions to ensure their changing interests are supported and challenged to the highest

possible levels.

- Children make excellent progress, with some exceeding their age and stage of development. Staff continuously monitor and track the progress that children make to swiftly identify potential gaps in their learning or to further challenge most-able children. Staff have an admirable understanding of how to observe, adapt and respond to the emerging interests of the children.
- Staff are significantly supported through a commendable level of supervision and meetings to help them to become rigorous in how they reflect on their own teaching practice. The professional development of the staff team is masterfully planned with staff taking full ownership for their progression. Staff are driven and strive to provide the best possible care for their key children. Recent training has helped staff to focus more intently on the communication and language of children.
- Children are articulate and use an impressive range of vocabulary in their discussions. They can express themselves with ease and are given time to respond to the questions asked of them in the splendid techniques used by the staff team. Children perfectly describe the drawings they create. For example, they are able to point out details of characters they artistically paint.
- Staff help to support children's increasing mathematical abilities. Children use these skills in all areas of their learning. For example, they count the steps into the garden and work out quantities of ingredients that they weigh on scales. Children are learning to problem solve and work out the mechanics of objects that move. For instance, they understand to wind up toys gently to make them spin. Children think about direction and speed as they use wheeled toys in the garden.

## Safeguarding

The arrangements for safeguarding are effective.

There is a highly vigilant culture present within the staff team. They have an excellent understanding of how to identify potential signs of abuse and the procedures they would use to report any concerns. The manager uses robust recruitment processes, which help to guarantee the suitability of all staff. Staff receive consistent training to update their knowledge of wider and changing safeguarding issues, such as protecting children from radicalisation and how to stay safe online when using early technology. Staff use thorough risk assessments to keep children safe at all times when playing outdoors, including at forest school sessions.

## Setting details

<b>Unique reference number</b>	EY429508
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108788
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	CS Nursery Schools Ltd
<b>Registered person unique reference number</b>	RP530372
<b>Telephone number</b>	07786 515866
<b>Date of previous inspection</b>	11 December 2014

## Information about this early years setting

Woodland Nursery School re-registered in 2011 under new ownership. The nursery operates from St Martin's Hall in Lower Bourne, on the outskirts of Farnham in Surrey. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery opens weekdays, during term-time only. It offers a variety of sessions, including all day, mornings or afternoons. Core sessions for children under three years of age are Monday to Friday 9.10am to 12.10pm, and for children over three years of age sessions are held from 9.10am to 1.10pm, Monday to Friday. Additionally, these children can attend a session from 12.10pm to 3.10pm, Monday to Thursday only. The nursery employs nine members of staff. Of these, one holds qualified teacher status and six staff members hold a level 3 early years qualification.

## Information about this inspection

### Inspector

Gwendolyn Andrews

## Inspection activities

- The inspector conducted a learning walk with the manager and discussed how the team plans the curriculum for children's learning.
- The inspector observed the teaching and learning indoors and outdoors, and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments and written views into consideration.
- Discussions were held with staff and the children at appropriate times. The inspector also spoke to staff about their knowledge of safeguarding and the procedures in place for reporting any concerns.
- The manager and the inspector completed a joint observation and also held a leadership meeting. They also discussed the process of self-evaluation and the current areas identified for improvement and change.
- A range of documentation was sampled, including suitability checks and professional development plans.

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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