

Inspection of Woodland Nursery School

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

Inspection date: 18 July 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are confident, independent and enthusiastic learners. For example, leaders and staff organise special events for children and their families, such as an end of term concert. Children of all ages impressively remember the words and actions to songs, proudly showcasing their performance skills. This reflects the high expectations and unwavering commitment of leader's and staff to successfully nurturing each child's confidence and encouraging them to always try their best.

From the outset, leaders and staff build warm, trusting relationships with children. They provide a stimulating and well-resourced learning environment, indoors and outdoors, where children eagerly explore independently, with friends and alongside staff. Every child's unique personality and learning style is recognised and celebrated. For example, children's creativity and imagination flourish as they engage with construction toys. Staff praise their inventive ideas, such as creating headphones using appropriately sized and shaped parts. Children bounce with joy as they pretend to hear music, sparking smiles and laughter all round. This joyful and inclusive atmosphere where children are given the freedom to express themselves, promotes children's positive behaviour and a genuine love for learning.

Staff help children to make continual progress. With expert guidance from leaders, they implement targeted plans when gaps in children's development are identified, such as speech delay. As a result, these children thrive alongside their peers to become self-assured and competent communicators.

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

- Leaders and staff provide effective support for children with special educational needs and/or disabilities. Parents are encouraged to reinforce strategies that are used in the setting to help continue children's learning at home. For instance, when emerging gaps in children's speech are identified, leaders offer tailored guidance to help parents on ways to improve their communication. This reflects the team's commitment to an inclusive approach, as they thoughtfully adapt the curriculum to suit children's individual needs and promote sustained progress.
- The outdoor provision is a distinctive feature of this setting. Staff regularly take children to the woodland area, where they develop important skills, such as teamwork. They base mini challenges on children's interests, which spark children's sense of awe and wonder, such as constructing miniature equipment for fairies or experimenting with pulleys and ropes. Leaders understand the importance of developing children's gross motor skills and ensure regular opportunities for children to run, jump and climb in natural spaces, as well as through access to larger apparatus at the local park.
- Mathematical learning is seamlessly integrated into daily routines and play. For

instance, older children intelligently build an extendable ladder to 'rescue' a cat, with construction toys. Skilful staff prompt them to problem-solve by encouraging them to test, adjust and rebuild their ladders. Children use mathematical language well, which is linked to the shape, size and length of their inventions. They remain focused and determined to achieve a positive outcome. In this way, children's critical thinking is deepened.

- There are lots of rich, real-life opportunities for children to explore the world around them. For example, they grow and care for vegetables in the garden and learn about healthy eating in practical ways. After tasting the homegrown lettuce, some children ask their parents to put it in their sandwiches for lunch. They also frequently pick ripe strawberries and independently wash them before eating. Meaningful experiences such as these, help to instil positive attitudes towards maintaining a healthy diet and supporting lifelong habits.
- Experienced and knowledgeable leaders prioritise children in their decisions and have a clear understanding of the provision's strengths and areas for development. Through observations of individual staff practice, leaders highlight effective teaching and where further support is needed, such as when instances of teaching do not fully extend children's learning. Feedback to staff on their performance is open and constructive. However, leaders recognise that personalised professional development programmes are not always rigorously monitored to ensure that teaching consistently builds on each child's existing knowledge and skills. Consequently, the quality of teaching varies, which impacts on children consistently reaching their full potential.
- Parents are extremely complimentary about the care and support their children receive. They have confidence in the leader's and staff's abilities to meet their children's individual needs. Staff maintain open and effective communication, keeping parents fully informed about their children's daily experiences and developmental progress. Parents greatly appreciate the setting's support in preparing their children for school, particularly in fostering their independence, confidence, social skills and speech development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance all staff's teaching skills further by fully establishing and monitoring effective and individualised coaching, training and mentoring programmes that helps them to support children to make the best possible progress.

Setting details

Unique reference number	EY429508
Local authority	Surrey
Inspection number	10399328
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	2 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	CS Nursery Schools Ltd
Registered person unique reference number	RP530372
Telephone number	07786 515866
Date of previous inspection	27 November 2019

Information about this early years setting

Woodland Nursery School registered in 2011. 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 two years and eligible for this funding for children aged three and four years. The nursery opens weekdays, during term-time only. It operates Monday to Thursday from 9am to 3pm and Friday from 9am to 1pm. The nursery employs 10 members of staff. Of these, eight hold relevant childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke 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 and the manager carried out a joint observation of an activity.
- Parents shared their views of the nursery 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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