

Inspection of Woodberry Day Nursery and Preschool-Peartree

135 Peartree Avenue, Southampton, Hampshire SO19 7JJ

Inspection date: 6 June 2024

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

What is it like to attend this early years setting?

The provision is good

Children are happy and confident to separate from their parents on arrival. Staff place a strong focus on children's happiness. Babies settle quickly with kind and nurturing staff, who know them well. Older children follow daily routines such as, self-registration and putting away their belongings. This helps children feel safe and secure.

Children thoroughly enjoy staff interactions. They seek staff out to join in their play or for support when needed. Staff act as positive role models. They use distractions and discussions to help children develop negotiation skills. For example, staff sensitively help children to learn to respect each other's needs. This helps children to develop good social skills and to play together harmoniously.

Staff engage children in exciting activities that implement the curriculum learning intentions securely. Babies explore sensory play with excitement. They use their hands to explore different textures. Toddlers engage in finger painting and create zig zag and swirl patterns. Older children create their own detailed pictures and have a go at writing their names. Children show immense pride in their achievements. Staff use every opportunity to develop children's learning. This helps to support children's creativity and early literacy skills.

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

- The manager and leadership team have worked hard to make significant improvements since the last inspection. They ensure there is effective oversight to assess the quality of the nursery. For example, the manager uses supervision sessions to evaluate staff's practice. This helps to identify any professional development opportunities and support. The passionate manager has a clear vision on how she would like to develop the nursery further. These changes have significantly enhanced the quality of teaching.
- The manager has devised a well-sequenced curriculum, which staff have been involved in. Children are now able to consolidate their learning before moving on. They develop a good range of skills to support their future learning. This is because staff have a clear understanding of what they want children to learn. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make good progress from their starting points.
- The special educational needs coordinator is confident in delivering specific targets for children that need additional support, which she shares with staff. Staff provide activities that support children's listening and attention. They use additional funding successfully, including providing new experiences for children. Staff consistently use and teach children sign language, along with visual

communication strategies. This supports all children to communicate and gain an understanding of the daily routine.

- Staff support children's communication and language development well. They model words clearly as children play and introduce new words, such as 'funnel' and 'measure'. Staff promote children's love of books in all activities. For instance, they choose a book to use throughout the nursery each term. Children eagerly repeat familiar words and describe the characters that they see. Babies enjoy listening to the rhythm and rhyme of songs. They copy actions and joyfully clap their hands.
- Overall, children are beginning to learn the rules of the nursery. For example, staff teach babies to stop and look before they move down the slide. Older children are learning to share and use good manners. Some staff give clear direction to support children's understanding of expectations. However, occasionally, staff are not consistent in their approach. For instance, older children sometimes throw toys and run inside and staff do not explain why this could be dangerous. This means that children do not fully understand what is expected of them.
- Staff plan activities to help children practise and develop their skills. For instance, staff support babies to feed themselves with spoons. Older children extend these skills by serving their own food and pouring their drinks. This helps to develop children's independence and physical skills.
- Generally, staff manage daily routines well. However, occasionally, when there are changes in the routine, too many staff are busy with other tasks. This means that, at times, staff are not able to give children the level of attention they need.
- Partnerships with parents, other professionals and schools is effective. Parents speak highly of the support and care that they and their children receive. Staff work with parents to ensure they are fully involved in children's learning. This collaborative approach helps to support children's learning and 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:

- support staff to develop effective and consistent strategies to promote positive behaviour to help children to learn what behaviour is expected of them
- strengthen staff deployment during busier times of the day, so that children's needs are more consistently met during these periods.

Setting details

Unique reference number	2710812
Local authority	Southampton
Inspection number	10303925
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	149
Name of registered person	Play Away Day Nurseries Limited
Registered person unique reference number	RP902258
Telephone number	023 8042 2999
Date of previous inspection	27 June 2023

Information about this early years setting

Woodberry Day Nursery and Preschool-Peartree registered in October 2022 and is located in Southampton. It provides full day care to children aged three months to five years. It operates Monday to Friday, from 7.30am to 6pm, 51 weeks of the year. There are 21 members of staff, 13 of whom hold a level 2 or above qualification. The provider is in receipt of funding for children aged two, three and four years of age.

Information about this inspection

Inspector

Kelli Wiseman

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation of a communication and language activity.
- Several parents shared their views of the nursery with the inspector.

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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