

Wooden House Nursery School

The Cider Barn, Chettiscombe, Tiverton, Devon, EX16 7PT



Inspection date	24 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- All children make consistently excellent progress in their learning, relative to their starting points. Staff are highly skilled and use their extensive knowledge of how children learn and develop extremely effectively in planning challenging and stimulating activities.
- Children are extremely confident and have high levels of self-esteem. They develop excellent relationships with staff and show through their excellent behaviour that they feel emotionally very secure.
- Disabled children and those who have special educational needs have excellent support. Gaps in achievement close rapidly due to extremely well-focused individual learning plans, and highly effective teaching from staff.
- Partnerships with parents and with professionals supporting individual children, including other early years providers, are excellent. Extremely effective communication and a shared approach to planning provide consistency for children.
- The provider is extremely committed to promoting high quality outcomes for children. Rigorous self-evaluation includes the views of parents and children when monitoring the effectiveness of action plans. The provider successfully encourages a strong culture of reflective practice and high expectations. These contribute very effectively to promoting children's outstanding outcomes.

What the setting needs to do to improve further

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

- continue to refine opportunities for children to extend their practical skills.

Inspection activities

- The inspector observed children engaged in learning activities with staff, indoors and outdoors.
- The inspector talked to managers, staff, parents and carers, and children.
- The inspector reviewed the effectiveness of systems to monitor children's learning and development.
- The inspector sampled required documentation and procedures and assessed staff knowledge of these, including those that help to safeguard children.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider and management team provide staff with excellent support. Staff are highly motivated and expertly implement new skills and knowledge gained through training, to further improve children's learning experiences. For example, staff have worked together with speech therapists to gain even greater awareness of how children communicate at different ages. As a result, staff have reviewed how they use questions with older and younger children, to provide more insight into their individual levels of understanding. Safeguarding is effective. The provider and staff have excellent understanding of how to implement safeguarding procedures to help protect children from harm.

Quality of teaching, learning and assessment is outstanding

Staff plan highly interesting and exciting activities for children, who are keen and eager to join in. Excellent communication with children consistently extends and develops their learning. For example, during a visit to a farm, children took photographs of newborn lambs and helped other children who were less confident to use a camera. Staff promoted lively discussions about the farm and livestock, and very effectively helped children to further explore their knowledge and understanding of the world. For example, children talked knowledgeably about how a sheep's fleece becomes wool, and that it makes different clothes. Staff made excellent use of the outing to extend children's already very good safety awareness. For example, children made their own risk assessments, such as identifying where it was safe to walk in pairs. Activities that develop children's communication and language are excellent.

Personal development, behaviour and welfare are outstanding

Children are very happy and extremely well behaved. They have an excellent awareness of, and respect for, each other's differences. Children make extremely good use of the wide variety of resources and equipment available, and enjoy being imaginative. For example, children thoroughly enjoyed being superheroes, energetically running and jumping and explaining that the faster they ran, the more their capes flew out behind them. Very occasionally, staff miss opportunities for children to practise their already very good practical skills within their day-to-day routines.

Outcomes for children are outstanding

Children concentrate very well and develop excellent communication skills. They know that the letters 'p' and 'b' make different sounds when pronounced and can compare the differences. They confidently identify, for example, a wide range of words beginning with 'p' from clues given, and can suggest several of their own. Children are extremely confident and independent, such as when using simple technology, and are very well prepared for the next stage in learning.

Setting details

Unique reference number	EY479322
Local authority	Devon
Inspection number	982005
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	61
Name of provider	Linda Palmer
Date of previous inspection	Not applicable
Telephone number	01884 252161

Wooden House Nursery School is privately owned. It is located in Chettiscombe, near Tiverton, Devon. It registered at this site in 2014. The setting opens Monday to Friday from 8am until 6pm, all year round. The setting provides funded early education for children aged two, three and four years. There are 10 members of staff, including the provider/manager. The provider and deputy manager both have Early Years Professional Status. Six staff hold early years qualifications at level 3. There is also an apprentice who is working towards early years qualifications, and an administrator.

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