

Inspection of Woodlands Extra

Barnfields Primary School, Lansdowne Way, STAFFORD ST17 4RD

Inspection date: 20 June 2025

| Overall effectiveness | Outstanding |
|----------------------------------------------|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make exceptional progress in this vibrant and inviting setting. At the start of their day, children are greeted with huge smiles and an abundance of enthusiasm. Staff and children treat each other with kindness and respect. Children acquire the skills to form friendships, enhancing their overall happiness. The exceptionally strong bonds between staff, children and their families allow children to flourish.

The setting is a hive of activity. Children consistently demonstrate high levels of engagement in an exciting range of planned and self-directed learning opportunities. Everywhere you turn, children are deeply engaged in learning. For example, pre-school children pretend to make lemonade. They squeeze lemons and limes, talking about smells and textures. Older children work together to build a zoo out of blocks. Children of all ages tend to the fruit and vegetables they have grown in the garden. They water tomato plants and pick raspberries to enjoy for morning snack. Children are highly invested in their learning.

Children's behaviour is excellent. Well established routines ensure that transitions throughout the day are seamless. At the shake of an instrument, toddlers stop what they are doing, sing their tidy up song and help to tidy away the toys. Staff ensure that even tidying up is a fun learning experience as children are challenged to find a 'blue ball' or a 'zoo animal' to put away. Children learn to identify their feelings and emotions and express them positively. The excellent staff team has developed an extremely safe and stimulating environment for children.

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

- Leaders and staff have built a meaningful and child centred curriculum. Staff obtain important information during initial home visits to new families. They have a deep understanding of cultural capital and what this means for every child. The setting's commitment to provide children with the richest and broadest experiences is evident. Children are eager to tell visitors about their recent visit from the 'bee lady', and their trip to a local theatre. Learning experiences have a profound and lasting impact on children's development.
- Children in this setting exude confidence. Their voice is actively heard by staff, and they are active contributors to their own learning. They are keen to share their experiences and ideas with visitors and proudly show off their creations. They make rapid progress with their language development and are confident communicators. They demonstrate a sense of belonging and positive attitude in all that they do.
- Children make exceptional progress. Staff are highly attuned to build on children's emerging interests and extend their learning. For example, pre-school

children show an interest in lemon seeds during a planned activity. They are curious as to whether they could grow lemons in this country. Staff skilfully ask questions and provide support for them to test out the theory themselves.

Children are curious learners and active problem solvers.

- Outdoor play experiences inspire awe and wonder for children. They have ample opportunities to practise their gross motor skills. Children of all ages mix together as they run freely through a vast open field. They work together to roll tyres up the hill and squeal with pure joy, chasing them as they roll back down. Children develop and practise a wide range of skills across all areas of learning. The stimulating outdoor area boosts children's confidence and fosters a love of nature.
- Mathematics is seamlessly woven into everyday activities. Children use mathematical language such as 'full' and 'empty' in a water play activity. Staff support children to solve problems as they discuss if they need more or less water to make a jug heavier. Children explore wider mathematical concepts during key worker group time. They compare height and length and focus on number recognition. Children's enjoyment of mathematics is evident in their independent play.
- Children's uniqueness is truly embraced and celebrated. Staff value children's home lives, their cultural backgrounds and heritage. Staff teach children about their own and other cultures wonderfully. Staff dedicate group time to explore children's personal experiences and share them with their friends. Children gain a strong sense of self and the world around them.
- Leaders and staff have the upmost consideration for children with special educational needs and/ or disabilities (SEND). They show a deep-rooted commitment to giving all children the very best start in life. Staff undertake training and work collaboratively with parents and other professionals to allow them to create individual support plans for children with SEND. Leaders are highly reflective of the environment and provision to ensure that individual needs are met.
- Leaders have an inspirational approach to self-evaluation. They regularly analyse the learning environment to ensure it is meeting the needs of the children that attend. They gather feedback from parents and proactively look to address any areas for development. Leaders monitor staff practice, and highly focused supervisions aim to raise the quality of teaching to the highest possible level. Staff report the guidance from leaders as 'excellent'.
- Partnership with parents is incredibly strong. Parents comment that families' individual circumstances are understood and celebrated. They report that communication is 'excellent' and speak extremely highly of the key-person system in place. Parents are valued as partners in their child's education.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 2725251 |
| Local authority | Staffordshire |
| Inspection number | 10393389 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 11 |
| Total number of places | 70 |
| Number of children on roll | 73 |
| Name of registered person | Woodlands Extra CIO |
| Registered person unique reference number | 2725250 |
| Telephone number | 01785 337327 / 01785 337336 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Woodlands Extra registered in 2023. It is located in Stafford, Staffordshire. The setting employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. The manager is qualified at level 5. The setting is open term time only. Sessions are from 8.40am until 3pm. The before and after school club operates from 07.40 until 08.40 and 3.15pm until 6pm. The setting provides funded early education for eligible children.

Information about this inspection

Inspector
Roxanne Mason

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.
- Staff spoke to the inspector about how they support children with SEND.
- 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 a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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