

Inspection of Woodlands Pre School & Nursery (Purfleet-on-Thames)

Tank Hill Lane, PURFLEET, Essex RM19 1TA

Inspection date: 18 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The nursery provides a warm and welcoming environment for children. Staff have created spaces that support children to explore and develop their individual interests and talents. The well-organised key-person approach helps children to develop secure emotional bonds with staff. Children seek out familiar and trusted staff for reassurance. They receive warm and responsive cuddles, which help them to settle and quickly return to their play and learning. Emotional development is fostered through activities such as self registration. Staff encourage children to think about how they are feeling as they arrive for the day. Children develop independence and self-care skills through routines such as handwashing. Staff offer praise and recognition for children's efforts. This helps to build children's self-esteem and confidence.

Staff promote positive behaviour and good manners. They offer children gentle and consistent reminders about being kind to their friends. Children show a good understanding of staff's expectations. When their younger peers forget to follow the rules, older children act as role models to help them to remember. Children show deep interest in their play, such as when they 'go on a picnic', and remain focused for extended periods of time. Older children demonstrate growing confidence in sharing their ideas and experiences. Staff recognise when to extend play and when to allow children time to follow their own ideas.

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

- Following a recent incident that was notified to Ofsted, the provider has reviewed their procedures for accidents. Staff now record accidents on electronic devices, which enable them to be shared instantly with parents. Policies and procedures for managing accidents have been updated and shared with staff so they understand the processes to follow. This includes checking with colleagues when they observe injuries to children, ensuring that appropriate first aid has been given.
- Children benefit from a broad and varied curriculum that supports their development across all areas. They demonstrate curiosity and independence in their learning. Children seek out learning experiences that interest them, such as exploring the small wooden people in the toy house. Staff engage in discussions about families that help children connect their play to real-life experiences.
- Staff extend learning through purposeful interactions. They encourage children to think critically and develop problem-solving skills. For example, when children explore shapes, staff help them to name and identify them in the environment. Children combine shapes to create new objects.
- Children engage in a wide range of activities that promote fine motor skills. For example, they complete puzzles and make marks with pens. Children show

growing skill in the use of scissors. Outdoor spaces promote children's large physical development. Children have plentiful opportunity to climb, balance, run and navigate with wheeled toys.

- Staff ask questions and encourage children to describe their experiences, such as when they visited a local attraction. Children's communication and language skills are supported through modelling and the use of descriptive language. For instance, staff encourage children to name the many features of cars as they draw pictures.
- Children are developing an awareness of mathematical concepts. When playing in the 'ice-cream store', they recognise colours and count their ice-creams. However, staff's use of mathematical language during play is limited. For instance, when making play dough, staff do not describe the many mathematical concepts involved. This reduces opportunity for children to connect meaning and deepen their understanding of mathematics.
- Partnerships with parents and other professionals are strong. The nursery team uses effective communication through verbal feedback and online applications. There is a strong focus on working with other settings to share relevant information that supports children's learning. There is regular engagement with the local authority and outreach services. This supports children with special educational needs and/or disabilities (SEND) to make the progress they are capable of.
- Children are supported to develop self-regulation. Staff provide children with the skills they need to manage their feelings appropriately. Group times and stories help children to recognise a range of emotions and learn how to express themselves effectively. Children show their developing empathy as they offer their toys and provide comfort to friends. This contributes to children feeling safe and secure in the nursery.
- Parents are happy with the care children receive. They comment on the excellent communication and how they receive timely updates about children, including when they have minor accidents.

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 their teaching of mathematical concepts to help children apply their mathematical knowledge to their experiences and consolidate their learning.

Setting details

Unique reference number	EY453859
Local authority	Thurrock
Inspection number	10416980
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	86
Name of registered person	THE BUTTERFLY ROOMS (INCORPORATING WOODLANDS) LTD
Registered person unique reference number	RP902409
Telephone number	01708863737
Date of previous inspection	8 July 2021

Information about this early years setting

Woodlands Pre School & Nursery (Purfleet-on-Thames) was re-opened in 2012 in Purfleet, Essex. The nursery employs 21 members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, ten at level 3 and five at level 2. The nursery opens from Monday to Friday for 52 weeks a year, and sessions are from 8am to 6pm. The nursery provides funded early education for all eligible children.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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 is having on the children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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