

Inspection of Woodend Country Childcare

Woodend Lodge, Workington CA14 4RN

Inspection date: 29 July 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this home-from-home setting and show they have a zest for learning. They demonstrate high levels of independence, are able to make their needs known and are active and enthusiastic learners. Staff are superb role models. They consistently support, guide and encourage children as they play. Children form secure, trusting attachments with their key person. Staff are extremely diligent in trying to replicate routines from home so that children settle. For example, children who are a little upset have the back of their necks gently stroked by staff, just as they would at home. The ethos of the setting is that staff provide care for children, just as they would their own. Children demonstrate they are extremely settled, happy and secure.

Children are confident in carrying out routines and enjoy the responsibility of being given small tasks. Staff support children to learn important skills for life, such as self-care skills, good manners and being considerate of others. This growing confidence helps children to be resilient as they independently keep trying. Children take great enjoyment in celebrating the achievements of others and enjoy praising their friends. For example, they proudly announce 'we have a sticker for great dancing'. Children exhibit high levels of self-esteem and enthusiasm as they play.

Leaders have developed an ambitious curriculum which they have called the 'five C's'. Their aim is to help children become caring, creative, confident, curious communicators. Children have enriching experiences, recap on their knowledge and build a secure understanding for future learning. For example, babies explore musical instruments and the sounds they make with them. Children in the toddler room explore concepts such as shaking instruments fast and slow. Older children in pre-school explore themes such as rhythm, rhyme and alliteration. Learning is sequenced and encourages children to be incredibly interested and engaged in the world around them.

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

- The curriculum is sharply focussed on the needs of all children, including those with special educational needs and/or disabilities. Staff undertake meaningful observations and assessments and are quick to identify any emerging gaps in children's development. The environment, resources, strategies, activities and needs of children are constantly evaluated and reviewed. This helps all children to make their best possible progress.
- Staff plan activities that are finely tuned to support children's developmental needs. For example, younger children enjoy singing number rhymes and taking part in challenges to find objects of different shapes in the environment. Older children explore the concepts of addition and subtraction, sequencing numbers

in the correct order and problem solving. Children show curiosity, enjoy investigating and develop positive attitudes to mathematics.

- Communication and language is a key strength of the setting. Staff provide a running commentary, share new vocabulary and ask children thoughtful questions. They are extremely skilful in using stories and props, such as puppets, to engage children in conversations. For example, staff introduce children to puppets they are hiding under a table. Children giggle with anticipation. They lean in closer exhibiting superb listening and attention skills. Children rapidly develop the skills they will need for future learning.
- Children have a very wide range of opportunities to develop an impressive understanding of the world. For example, children benefit greatly from visits by the fire service and grow their own produce in the setting's garden. In addition, they learn about good oral health and develop a bee friendly planting area as they learn about sustainability. Children play in a natural forest area and take part in activities they may not have experienced. Children have recently enjoyed 'camping week' where they helped to erect a tent and learn about fire safety. These opportunities help children to be highly curious and engaged in the world.
- Partnerships with parents are proactive. Parents are invited to be part of children's ongoing assessment and contribute to planning. Parents access a wide range of information to extend children's learning at home. Staff have recently developed a 'home library' where parents can borrow books. Parents are very complimentary about the care their children receive. They share that 'staff are clearly passionate' and that the setting 'provides the very best childcare we could have asked for'. These partnerships foster a consistency of care for children.
- Staff have forged meaningful partnerships with a range of other professionals. For example, staff liaise regularly with local authority advisers, health professionals and teachers. As children move to school, some of them may need a little extra support. In these circumstances, staff accompany children to school. These partnerships are purposeful and highly effective in directly helping children to settle into their new environment.
- Leadership and management is outstanding. They undertake constant evaluation, share expectations, consider the well-being of staff and endeavour to offer the highest levels of care. Training is targeted to strengthen staff knowledge and improve outcomes for children. For example, staff have recently attended training to support early mark making. This has transformed how well staff engage all children in mark making in creative ways. This shared vision by staff supports children's needs exceptionally well.

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	EY541544
Local authority	Cumberland
Inspection number	10392189
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	32
Number of children on roll	55
Name of registered person	Woodend Country Childcare Ltd
Registered person unique reference number	RP541543
Telephone number	01946 861322
Date of previous inspection	8 August 2019

Information about this early years setting

Woodend Country Childcare re-registered in 2017 and is situated in the village of Lamplugh, near Cockermouth, Cumbria. The setting employs 16 members of staff. Of these, 1 holds qualified teacher status, 1 holds a level 6 qualification, 10 hold a level 3 qualification and 4 are unqualified. The setting opens Monday to Thursday, all year round from 7.30am until 5.30pm. The setting provides government funded early education for all eligible children.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The manager joined the inspector on a learning walk and spoke to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and two deputy managers about the leadership and management of the setting.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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