

Woodlands Pre-School Nursery

Inspection report for early years provision

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Inspector Sylvia Cornock

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Woodlands Pre-school Nursery is privately owned and managed. It was registered in 1998 and operates from a purpose built mobile classroom within the grounds of St Bedes Catholic Primary school in Weaverham, Northwich. Children have access to secure outside play areas. The setting serves the local community and wider area. The setting is open each weekday from 9am to 12pm, term time only.

A maximum of 20 children in the early years may attend the setting at any one time, of these, there are currently 18 children on roll within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, including the manager, who work directly with the children. Of these, the manager and two staff members hold a teaching qualification and two staff members hold National Vocational Qualification Level 3. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted, with some outstanding aspects. They make good progress in their learning and development and enjoy an extensive range of highly enjoyable activities and resources. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Staff are professional and they maintain a high standard of care and education. Overall, the setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- place water containers where children can find them easily and get a drink when they need one
- help children to understand the thinking behind the good practices they are encouraged to adopt with respect to snack time.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Staff's good knowledge and understanding of safeguarding through comprehensive policies and procedures is evident. Highly effective recruitment, employment and induction procedures are in place to protect children. The whole staff team is enthusiastic and highly motivated towards providing good quality care and education for children. They look at continuous improvement and have fully addressed the two recommendations from their last inspection. Regular staff meetings enhance staff development and as a result, they have a good understanding of their roles and responsibilities. Consequently, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting.

The organisation and management of the setting is good with the focus always on helping children to make good progress and promoting their welfare. For example, staff use daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Children with special educational needs and/or disabilities are extremely well supported through the staff's exceptional liaison with other professionals, parents and carers. Deployment of resources is excellent. They keep extensive daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are providing a stimulating and exciting environment both inside and outside. As a result, children's interests are captivated and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve. Excellent systems are in place to work alongside the reception class teachers, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is exceptional as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions. Staff offer outstanding support and guidance to enable parents and carers to effectively be involved in their child's learning and achievements. Displayed information, children's artwork and informative 'learning journeys' clearly display to parents the high quality care and education that is offered. Parents and carers comment on how valuable they find this and their appreciation of the staff's commitment and support to them and their child's welfare and education.

The quality and standards of the early years provision and outcomes for children

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment is good. Children are greeted at the door into a welcoming environment with a superb range of resources and equipment. The extensive range of resources are varied, stimulating and easy to

access. Routines for indoor and outdoor play are consistently used and applied. Their levels of achievement are good in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill offering an extremely wide choice of experiences and interests. This ensures that children receive a rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play.

Children are making good progress in their personal, social and emotional development because staff are effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. Staff provide excellent resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access a good selection of books. Older children are extremely competent in recognising numbers and letters. They demonstrate good listening and concentration skills. For example, children sit together and eagerly respond with interest to the different topics discussed and singing Christmas songs and rhymes.

Children's creativity is supported through excellent access to a substantial range of role play equipment, construction toys and an extensive range of media, such as, paint, sand, water and dough. They enjoy opportunities to design and make objects using recycled materials. With an excellent wall display titled 'recycling'. Staff take every opportunity to develop children's technology, problem solving and mathematical skills, through counting in many everyday situations and using the computer. All children enjoy and have great fun in the outdoor area where they can choose activities to develop their creative and physical skills.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in how to evacuate the building in an emergency. The setting focuses heavily upon promoting the children's emotional and physical health and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have an excellent understanding of helping others, as they fundraise to support a number of charities. The promotion of healthy eating is good because staff provide children with an extensive understanding of which foods and drinks are good for them, through the healthy and nutritious snacks provided. However, hygiene standards in respect of the provision of plates at snack time or easy access to drinking water is not fully implemented. Children know how to act safely outdoors and adopt good personal hygiene. Staff blend daily routines and activities expertly together, so that children acquire competency, confidence and independence in all areas. As a result, children exhibit good skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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