

# Woodlands Pre-School

Charter Cp School, Wood Lane, CHIPPENHAM, Wiltshire, SN15 3EA

<b>Inspection date</b>	12/09/2012
Previous inspection date	11/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, keen to learn and rapidly growing in self-assurance because of the excellent relationships quickly established with staff, and the interesting experiences provided for them.
- Staff make very clear their expectations for children's behaviour, including how children should care for their environment and the toys and resources within it. Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.
- Staff promote children's early mathematical skills particularly well, seizing on both planned and unplanned opportunities to teach children to recognise numerals, count and to learn basic mathematical language.
- Staff know the children and their families well. They understand each child's background and capabilities. They carefully plan what children need to learn next, so all progress well.
- The management team monitors the pre-school effectively, including over-seeing the provision for children and encouraging the staff team's professional development. The team identifies accurately areas that need further improvement and strives to address them.
- Overall, the partnership with the school, including use of some school facilities, supports children's progress well.

### It is not yet outstanding because

- Staff do not make the most of opportunities to encourage children to make marks, and learn about letter formation, to gain the best early writing skills before they start school.
- Opportunities for children to play and extend their learning in the pre-school's immediate outside area are not fully embraced.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff, parents and the committee chairperson, and held discussions with the manager.

The inspector examined documentation including a representative sample of

- children's records, evaluation documentation, display materials and staff suitability records.
- The inspector discussed the work of the out of school club, Woody's Den.

### **Inspector**

Rosemary Davies

## Full Report

### Information about the setting

Woodlands Pre-school, previously called Tiddlywinks, registered with Ofsted at its current location in 2008. It is a registered charity run by a committee of parents, whose children attend the pre-school. It is based in a self-contained annex on the site of Charter Primary School, located in a residential area of Chippenham, Wiltshire. Children use modern facilities, including a playroom and conservatory, with access to an outdoor area, together with some use of the school's grounds. The pre-school is also registered on both parts of the Childcare Register and the same staff provide after school provision for children up to 11 years in Woody's Den. The pre-school is open each weekday from 9am to 3pm during school terms. The Woody's Den operates from 3.15pm until 6pm. Currently, there are 18 children on roll in the pre-school aged two and three years, with some children having their fourth birthdays this term. The pre-school receives funding to provide free early education for children aged three and four years. Children have the option of staying all day or for either a morning or afternoon session, with an optional lunch. Children may bring packed lunches or purchase a meal provided by the school. A total of five staff work with the children, two of whom hold relevant National Vocational Qualifications at level 3, and three holding similar qualifications at level 2. The manager is studying for a relevant level 4 qualification.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The atmosphere of the playroom is calm and purposeful. Children clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the interesting activities and good quality equipment offered. Attentive staff support and enhance their learning, providing much individual attention. Staff move around the playroom joining in children's play, talking to them clearly and extending their vocabularies as they describe what children do. Children using play dough are encouraged to 'push hard' when using moulds and hear words such as 'rolling-pin', exclaiming in wonder when they create crab and fish shapes in the dough. Staff use correct grammar when speaking to children, so acting as good role models.

Children progress well in gaining hand and finger control in other ways too. They use glue sticks competently, carefully pick up sequins, describing them as 'twinkly'. They know they can help themselves to tools, such as scissors, if they wish. Staff miss chances to

encourage children to 'sign' their pictures, however, and do not model writing children's names clearly and sound out the letters as they do so, to encourage them to understand that writing carries meaning. Nevertheless, older children recognise their names and all children learn about sounds and rhymes through singing songs together enthusiastically. Additionally, children visit the inviting book corner independently, choosing and browsing through books, Older children show they know print carries meaning, as they pretend to 'read' stories. They handle books well, starting at the beginning and discussing the pictures with others. They replace books carefully before leaving the book corner and moving to other activities. Care of the pre-school environment is given high priority by staff and children respond well. They enjoy taking on small tasks, happily using a dust pan and brush to sweep up bits that have fallen from the sticking table.

Staff plan a particularly strong programme to help children develop their early mathematics skills, using excellent teaching strategies in the daily routines. For example, children learn to recognise numerals quickly as they match their chosen 'number person' to a numbered place mat at meal times. Staff encourage children to discuss what number they have and children readily hold up fingers demonstrating the number represented. Staff keep alert to promoting early mathematical language throughout sessions, and encourage children to count whenever possible, such as counting their pieces of cheese or fruit as they eat their snacks.

Staff plan children's experiences to cover the seven required areas of learning, with planning documents detailing a broad programme of activities, and the learning environments showing a wide range of materials and resources that broaden children's experiences. Planning is adapted to respond to children's individual interests, determined by both discussions with parents and useful observations of children's play. Staff establish what children can do when they first start through either talking with parents or asking them to fill out a questionnaire. Staff record children's achievements frequently, often through photographs, in informative 'learning journals that are readily available to parents.

Children benefit from use of the adjacent school's grounds that help children extend their physical skills, such as in climbing and ball control. Children who prefer to learn outdoors do so daily, but use of the immediate area outside the pre-school room is restricted owing to access by the general public to another part of the school's site. This safeguarding consideration means that staff cannot currently provide children with open-door access to this particular area, so allowing them to decide for themselves when they wish to play outside.

### **The contribution of the early years provision to the well-being of children**

All children move around the playroom happily, including those who have started only recently, owing to the trusting relationships established with staff through the 'key person' system. In this small pre-school, all staff know each child but they form particularly close bonds with the children and families for whom they take special responsibility. Establishing secure emotional attachments, helps children feel safe so they quickly develop confidence and independence, readily exploring their new surroundings. Staff adapt settling in

procedures to respond to the needs of the individual child. Staff help children learn to understand their emotions through daily discussions about whether they feel 'happy' or 'sad'.

Staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Children who are familiar with the pre-school, play alongside others well and appeal to staff if their newer acquaintances do not share toys appropriately. Staff intervene quickly and positively, resolving issues amicably.

Staff deploy themselves effectively so someone is always available to provide support for children's care needs, such as a lap on which to have a cuddle or someone to help with nappy changes when needed. Older children become independent in their personal care, competently drying their hands and putting the paper towel in the bin.

Children manage their lunchboxes at mealtimes, knowing that sandwiches should be eaten first because staff supervise children well. Staff provide parents with useful information about lunchbox content as part of the pre-school's healthy eating policy, so that children get into the habit of eating fruit and not too many sweet things. Some children enjoy a nutritious hot meal, provided as an additional option through the school.

Children's understanding of safety is threaded through the daily routines, such as learning that resources such as sand must be used with care, simple tools used safely and rules followed when going outside. Complying with these expectations and learning self-care skills means children enjoy their pre-school experiences and have some good skills to underpin their eventual move to school. The majority of the children move on to the adjacent school. This transition is smoothed as children can watch their former playmates and siblings from the conservatory windows, seeing them playing happily outside, wearing school uniform, so pre-school children gradually understand what their future is.

### **The effectiveness of the leadership and management of the early years provision**

Arrangements for safeguarding children's well-being are both well established and effective. The committee works with the manager using robust procedures for appointing suitable staff. These systems have improved since the previous inspection and now include following up on references provided. The manager places high priority on protecting children's welfare and follows proper procedures to work with outside agencies when needed. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children, which they do. They remain alert for unvetted adults passing through the area when children play outside.

The manager works closely with several support staff from the local authority, actively seeking advice and acting on it to improve the provision. The management assess what they offer the children and their families and accurately identify areas for improvement. They understand the importance of offering 'free-flow' play where children can choose when to play outside, but so far are not able to provide this. Good attention to staff

development results from regular appraisals and an expectation that staff both attend courses regularly and gain additional qualifications. The manager provides a positive model for this. Staff use their new skills and understanding well, such as providing a very strong programme for mathematics. Since the previous inspection the pre-school has worked hard to address weaknesses, leading to a much improved assessment system and generally accurate pinpointing of what children need to learn next.

Parents express appreciation of the staff's work, finding everyone approachable and friendly. They receive a raft of useful information about the pre-school before their children start, including 'taster' visits. Staff work closely with parents not only helping them settle children but also assisting in such things as potty training, so everyone adopts a consistent approach. Children benefit from the pre-school's location on the school site, with two-way communications well established. Children visit the school prior to attending. Reception staff liaise with pre-school staff to provide consistent arrangements on transition in order to continue to meet children's needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY376484
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	815699
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Woodlands Pre-School Committee
<b>Date of previous inspection</b>	11/03/2009
<b>Telephone number</b>	01249447578

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

