

# Woodlands Pre-School and Nursery

Bridge Road West, Stevenage, Hertfordshire, SG1 2NU

<b>Inspection date</b>	18/10/2012
Previous inspection date	15/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff have a secure knowledge and understanding of the Early Years Foundation Stage. They are aware of how young children learn and make effective use of opportunities to promote children's learning through play and group activities.
- The effective planning and assessment procedures and stimulating environment ensure that children are offered a wide variety of activities and resources that engage them and build on their individual interests.
- Children feel safe and secure in their relationships with staff and the implementation of an effective key person system improves relationships with the children and families.
- All children are settled, motivated and keen to explore and learn. They demonstrate high levels of independence and curiosity. They have positive attitudes to learning and trying new experiences and are therefore well prepared for school and future learning.

### It is not yet outstanding because

- Parents are not encouraged to share information about their children's learning at home and therefore this information cannot be included in the future planning for progress and development.
- Parents' views are not actively obtained to further support the settings monitoring processes.

## 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 inspectors observed activities in all rooms and the outside area.
- The inspectors looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspectors carried out a joint observation with the deputy in the Squirrels room and with the manager in the Owls room.
- The inspectors spoke with the owner, management, staff and children at appropriate times throughout the inspection and with those parents who wished to talk with them.

## Inspector

Susan Ennis

## Full Report

### Information about the setting

Woodlands Pre-School and Nursery was registered in 1988, moved premises in 1991 and was renamed in 2011. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of

Woolenwick Junior School in Stevenage, Hertfordshire, and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from purpose built premises with access to a fully enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at National Vocational Qualification (NVQ) Level two or above. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am to 12.15pm and 12.30pm to 3.30pm. There is the provision for children to start at 9am for a small additional cost and also an optional lunch club until 1pm daily. Children attend for a variety of sessions. There are currently 52 children attending who are within the early years age group. The setting provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop further the contribution of parents by encouraging them to share information about their children's learning at home
- develop the self-evaluation process by actively seeking the views of parents.

### **Inspection judgements**

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

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They provide interesting and challenging experiences that give depth and breadth across the seven areas of learning. For example, children actively explore the mini beast area outside. They ask to look under the trap door and count 'three wriggly worms' and some ants. The staff extend the children's thinking by asking if the creatures are moving fast or slow. Younger children develop their language skills as they describe the feeling of the worm on their hand and laugh as it tickles their fingers. They then learn about caring for others and themselves as they place the worm back into its 'home' and are reminded to wash their hands.

Effective systems of observation and assessment ensure that children are monitored in their development across the prime and specific areas of learning. Staff have high expectations of the children based on accurate assessment of their starting points. Staff work effectively with parents on entry to establish where the children are in their

development and then use this information to plan for their next steps and further progress. Good communication procedures give parents opportunities to understand and learn about the requirements of the Early Years Foundation Stage. Daily interaction, parent consultations and newsletters ensure that most relevant information is shared regarding their children's welfare and progress.

The well-resourced learning environment, organisation of planning and practitioners secure knowledge of children's targets helps to ensure that every opportunity is made to support and extend children's learning across all areas. For example, an activity in which children go on a nature trail is carried through to them using the leaves they have collected to make a large cardboard hedgehog for the classroom. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. When younger children draw a fish shape on the outdoor blackboard, a member of staff praises their efforts and encourages them to take a photograph of their drawing; introducing technology to record the moment. Children also use their listening and language skills to participate in a story sack activity about Goldilocks and the three bears. The member of staff keeps their attention by giving them props to hold such as a bowl and wooden spoon and the children demonstrate their memory skills as they predict the words of the story.

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

Staff have a good understanding of safety issues and prioritise children's well-being. All areas used by the children are effectively checked and risk assessed on an ongoing basis. When the nearby nature trail becomes overgrown with stinging nettles the school is notified and the children's access to it postponed until it is made once again suitable for use. Children are consistently made aware of the safety procedures in place. They are sensitively reminded to wear their slippers inside so that they do not slip over and know to line up with their friends before going outside. Themes around road safety increase children's understanding of their own safety and the environment they live in. Child-size stop and go signs help them understand and practise crossing the road in the safety of the outdoor area. They also manoeuvre their bikes and scooters around the climbing frames demonstrating their growing sense of spatial awareness. Children are given clear messages to ensure that they develop a good understanding of healthy eating and the need for physical exercise. Their dietary needs are fully discussed at the start of the placement and adhered to. They are encouraged to build their independence during snack as they use real knives to butter their crackers and learn to responsibly use china plates and cups to eat and drink from. They know to wash their hands prior to eating and staff encourage their understanding by talking about what they are doing and why.

The staff team are good, calm role models for the children. They provide clear guidance about acceptable behaviour and are consistent in the strategies used. Children are learning to be kind to others as they make a friendship web by rolling a ball of wool to one of their friends and then saying something complimentary about them. During any disagreements with others they are encouraged to think about how their friend is feeling and what they can do to make them feel better. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. They display high

levels of confidence and self-esteem and cooperate with their peers in taking responsibility for the provision. For example, they join in enthusiastically drying the outside play equipment to prevent their friends from getting wet as they come down the slide. Children are well prepared for the next stage in their learning as they get to know their new teachers who visit the setting. Transition procedures ensure that all relevant information is shared and staff ensure that all children are supported individually in any changes or moves that take place. They provide samples of the school uniforms likely to be used by the children and have pictures of their 'Big school' displayed for them to become accustomed to.

The successful implementation of the key person system helps children form secure attachments and promotes their well-being. For example, they move with confidence around the setting secure in the knowledge that they can go to the staff when and if they need support. Thorough settling-in processes ensure that the children and parents are confident with the situation and that all feel secure. Staff adapt to meet the individual needs of the children. For example, familiar activities are provided for the children to see when they arrive and children can attend for shortened sessions until they are able to confidently stay for the full time. This provides a strong basis for them to develop their independence and exploration.

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

Leadership of the setting sets high aspirations for quality. Accurate identification of priorities through monitoring and implementation provides continued and systematic improvement to the quality of the provision. They self-challenge their practice and are proactive in implementing change if required or requested. All staff are given a copy of the self-evaluation form and weekly meetings encourage them to share their thoughts and to have their own input into the process. Parents are encouraged to share their views through verbal interaction with staff and a suggestions box. There is however scope for improvement as their views are not currently incorporated into the monitoring processes and are therefore not used to improve future practice.

The setting's arrangements for safeguarding are comprehensive and ensure that children's welfare is effectively prioritised and promoted. Staff have a strong understanding of the procedures to follow and have all attended safeguarding training to improve their knowledge. The robust recruitment, induction and performance management systems in place ensure that staff strengths are valued and recognised and that targets are set from identified areas for improvement.

There are effective systems for observing, assessing and monitoring children's progress. Staff liaise closely with a range of professionals and work together to support children and their families. Staff build strong relationships with parents which enables them to play a mostly full and active role in their children's learning. However, as they are not consistently encouraged to share their children's achievements from home, this information is not incorporated into children's overall progress or staff plans for their further development.

Staff at the setting create an environment that is welcoming, safe and stimulating. Children enjoy their learning and grow in confidence enjoying their early years' experience and securing their future progress.

### 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>	146424
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	817900
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	31
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Woodlands Pre-School and Nursery
<b>Date of previous inspection</b>	15/12/2009
<b>Telephone number</b>	01438 746398

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## 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.



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