

Woodseaves Methodist Church

High Offley Road, Woodseaves, STAFFORDSHIRE, ST20 0LF

Inspection date	23/06/2014
Previous inspection date	07/02/2011

The quality and standards of the early years provision	This inspection:	
	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

- Teaching is good because the staff have an intimate knowledge of the children's abilities. This means that activities are adapted to ensure they help children learn. Children are making good progress in their communication and mathematical skills.
- Staff are excellent at communicating with children, this encourages them to think through problems and develop their own strong ideas about safety and behaviour.
- Excellent links with the local school mean that children are very well prepared for the move into the reception class. Staff ensure that children are confident and have the self-care skills they need to successfully learn in any environment.
- Staff are supported by an active management committee. Everyone, including parents, is encouraged to continually reflect on how to improve the provision. The professional development of staff is well supported, this ensures staff's knowledge of issues such as safeguarding are up to date.

It is not yet outstanding because

- There is room to further improve the way staff disseminate the next steps in learning they have identified for individual children, to ensure exceptional educational programmes are provided.
- There is room to further improve the way staff's teaching skills are monitored to enable their practice to become exemplary.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the main playrooms, outside play area and on the lunchtime trip to the local school.
- The inspector held meetings with the manager of the pre-school and undertook a joint observation with her.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector reviewed the suitability checks and qualifications for staff working with the children.
- The inspector took account of the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sarah Rhodes

Full report

Information about the setting

Woodseaves Methodist Church pre-school was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within Woodseaves Methodist Church in Woodseaves, Staffordshire. There is an enclosed area available for outdoor play. Children attending the group also visit Woodseaves Primary School for lunchtime. The pre-school is managed by Woodseaves Pre-school Committee. It serves the local area and is accessible to all children, they attend for a variety of sessions. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 3pm. Children can also attend the breakfast and after school club which is operated by the pre-school staff. This operates from Woodseaves Primary School from 8am to 9 am and 3pm to 6pm. There are currently 16 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational 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:

- strengthen the dissemination of information about children's next steps in learning to all staff, to enhance their ability to maximise children's progress
- build on improvements implemented since the last inspection, for example, rolling out peer observations to include all staff as observers to enrich teaching and learning even further.

Inspection judgements

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

The pre-school promotes children's learning and development well. A key strength of this group is the way it prepares children for the move on to school. The pre-school was set up to aid children's preparation for school and ensure that children entered the reception class ready and eager to learn. This has been successfully achieved as the pre-school has strong links with the local school and ensures that their educational programmes link in with the reception classes teaching methods. For example, they use the same phonic system. Children have excellent communication skills as they enjoy talking with their friends on an individual basis and in groups. Staff expand children's vocabulary and understanding of the world through conversation. For example, children and staff have an impromptu discussion during snack time about where bananas grow and also enjoy a

planned discussion on the life cycle of the butterfly at group time. Music and rhyme are used effectively to support children's communication and literacy skills. A song helps them to remember the life cycle of the butterfly and the correct terminology. Similarly a session making 'silly soup' encourages more able children to rhyme words. They also enjoy making marks with a range of materials including paints, pencils and shaving foam. More able children fluently write their name on their craft work.

Staff have an good knowledge of each child's development and their learning styles. They use this information to adapt their teaching to ensure it meets children's individual needs and supports their learning. Parents are included in their child's learning right from the start of their attendance as the staff gather information from them about what their children can do at home. This ensures staff quickly identify any concerns in children's development and can make plans to meet the child's initial learning needs. Ongoing observations ensure staff monitor children's progress in all areas of learning. Staff identify next steps in their key children's learning and have good general knowledge of all the children's abilities. However, there is room to improve the dissemination of children's individual next steps in learning to all staff so that any member of the team is able to support the provision of exceptionally well targeted educational programmes for every child. A written summary of children's progress is regularly provided to parents throughout children's time at the pre-school. The staff are aware of the need to complete a specific progress check for children aged between two and three years, if they start to care for children who are two years old. Any areas of concern that staff identify are promptly shared with parents before seeking the input of external agencies. This means the pre-school can fully support parents through any referral and assessment processes which may be necessary. Consequently children with special educational needs and/or disabilities are making good progress in their learning. Parents feel very well supported by staff as they receive plenty of information about how to support their child's learning at home. Parents are provided with weekly diary sheets which provide a wide range of information about activities being undertaken. They also enjoy undertaking 'homework' with their children. This is in the form of task cards which suggest fun activities, such as counting the number of steps between the front door and their bedroom. Parent's contributions about children's abilities are also sought on a regular basis.

Staff's teaching is good. Staff cultivate a calm, warm and constructive environment, in which they provide a myriad of activities to fire children's imagination, both inside and outside. For example, children's mathematical understanding is well supported as they go on a shape walk in the local area. They notice the rectangular manhole cover and the heart shapes in the garden gate. They are confident to use number rhymes to count down from five to zero. Staff understand children's abilities and can tailor their questions accordingly, asking some children to find a number five from amongst the number props and more able children to find the smallest number. Staff use activities such as attending the church's harvest festival service to support children in exploring cultural festivals and national events. This helps them to develop an understanding of the wider world. The children's ability to think critically and manage problems for themselves is also very well supported by staff. Children are encouraged to think about the best place to put the butterfly cocoons to keep them safe. Through careful discussion about a range of issues children are developing good abilities to plan ahead and negotiate with others. For example, one child asked another if she would play mums and dads, with him after lunch.

She replied that she really wanted to do some painting first as she had not done this during the morning. This shows children's ability to express themselves and their needs with an impressive level of maturity and clarity.

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

The processes to help children settle into the pre-school are highly effective because the staff group is small and consistent, supporting children's emotional well-being. Children and parents quickly build strong, warm and happy relationships with their key person, as well as other staff and children. The daily trips to the school provide opportunities for children to get to know the school building and teaching staff. This ensures they are at ease in this environment and enthusiastic about the move on to school. Staff understand children's personalities and support children who are less confident. They notice where children need more care and provide a hug, or pair a child with a friend to support them during the start of the session.

Children's behaviour is very good. Staff help children think about whether what they are doing is acceptable and why it may not be. This provides children with a strong sense of right and wrong. They remind each other and sometimes the staff about the rules they should follow or about using their manners. They demonstrate a high level of respect for their friends as they listen attentively to their contributions at group time. Children start to develop healthy lifestyles. They have considerable access to physical exercise during pre-school sessions. They use the large outside area and also use the facilities at the school. Children enjoy sports day type activities and re-enact races during outside play times. They also undertake physical education sessions. This includes changing into sports clothing which helps to prepare them for sessions at school.

Their dietary needs are met though the provision of freshly prepared snacks, packed lunches that parents supply, or hot school lunches. Children's self-care and social skills are very good. They choose their snack from a wide selection of fruits and vegetables on the snack buffet and manage their lunch boxes or school lunch trays at lunchtime. Both snack time and lunchtime are relaxed social occasions during which children chat with their friends about a wide range of topics. Good hygiene practices are introduced to children, through every day routines and children grow in independence as they have easy access to toilet facilities. The confidence they develop is good preparation for their transition to school. Children are shown how to keep themselves safe through activities, such as the daily walk to the school for lunch time. They are very aware of road safety and how to walk together as part of the walking bus. Staff also get children to think through what they are doing to check if it is a safe idea. For example, children decide that setting up the marble game near the step would be less safe than setting it up nearer the corner of the room. Where children are identified as having special educational needs and/or disabilities, the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are met.

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

Children benefit from a setting which has a strong management structure supported by the pre-school committee and school staff. Robust recruitment procedures and induction processes ensure staff's suitability is established when they are employed and reviewed regularly. Staff have undertaken all required training, such as, first aid or basic food hygiene. Children are also safeguarded through the implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. Staff have a clear understanding of risks. Health and safety concerns are promptly addressed, while still allowing children to learn to manage some risks for themselves.

Required policies and procedures are in place to help with the safe and smooth management of the setting. The pre-school staff are committed to developing the service for parents and children. A culture of reflective practice which involves all members of staff, parents and children has been developed. For example, in addition to parental questionnaires, a wall poster encourages parents to make a quick note of areas they think can be improved. Annual appraisals and supervision sessions are undertaken with staff and the small size of the team means the manager knows the key strengths of all her staff members. Feedback on staff performance is regularly provided by the manager to continually enhance their teaching ability. This pro-active monitoring of the quality of care and teaching includes senior staff undertaking observations of staff working with children. The results of this monitoring feed into the appraisal system to identify training needs. Opportunities to allow all staff to undertake peer observations are not fully exploited to ensure staff develop the very best skills in reflecting on their own and others teaching practice. The staff are strongly encouraged and supported to undertake further training and qualifications. This has a positive effect on their ability to provide quality learning experiences. The manager monitors activities and the completion of observation files and assessments of children's progress to ensure no group of children is progressing less favourably than others.

Partnerships with parents and carers are very good, because staff have developed a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day, they are encouraged to share any issues they are concerned about so they can be addressed. Parent's evenings are organised to link in with the school's parent's evenings and are held in the school. This helps parents get to know the school environment and talk to pre-school staff at a more relaxed pace. Parents praise the ethos of the pre-school which they feel provides excellent learning opportunities for their children. Partnerships in the wider context are used to develop the quality of education. The pre-school links with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children with additional needs, ensuring that services are in place to support a child when they transfer to school. The pre-school is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting. They have strong links with the school to support the exchange of information to meet children's needs and facilitate their transfer on to school. They also have links with other community members such as the local vicar who conducts an assembly style session once a week in the preschool as she does at the local school. This means she is another familiar face for children if they transfer to the local school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY410506
Local authority	Staffordshire
Inspection number	874245
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	16
Name of provider	Woodseaves Pre School Committee
Date of previous inspection	07/02/2011
Telephone number	07891328631

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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, which are usually the childminder's 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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