

# Woodland Pals Pre-School

Kirton and Falkenham Village Hall, 65 Falkenham Road, Kirton, IPSWICH, IP10 0QW

## Inspection date

12/09/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy and well cared for because they have formed positive relationships with their key persons in a welcoming and secure environment.
- The manager and staff have a good awareness of child protection issues. They know how to report concerns, in order to safeguard children in their care.
- Self-evaluation highlights some areas for improvement. Therefore, demonstrating that the manager has aspirations to improve the quality of the pre-school.

### It is not yet good because

- The managers do not ensure that the monitoring of staff's practice is sufficiently rigorous to make effective changes to enhance children's learning and progress.
- Children's communication and language skills are not always promoted to a high standard as they do not always experience a language rich environment. As a result, not all children make good progress in their speaking and listening skills.
- Staff do not obtain enough information from parents when children start about what they can do. As a result, children are not sufficiently challenged in their learning when they first start attending.
- Children have fewer opportunities to be independent at mealtimes.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector had a meeting with the manager.
- The inspector spoke to staff, children and parents.
- The inspector looked at policies, procedures, risk assessments, and staff qualifications and suitability.
- The inspector had a tour of the setting.
- The inspector looked at assessment records and discussed children's progress with staff.

**Inspector**  
Daniella Tyler

## Full report

### Information about the setting

Woodland Pals Pre-School was registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a village hall in Kirton, Suffolk and is privately managed. The pre-school serves the local area and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available for outdoor play. The pre-school employs three members of childcare staff. Of these, one holds appropriate early years qualifications at level 4, one at level 3 and one at level 2. They also use three regular volunteers. The pre-school opens term time only, Monday to Thursday, from 9.15am until 12.15pm and Friday, from 9.15am until 2.45pm. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children have opportunities to experience a language-rich environment where staff support them to develop their language and communication skills, by supporting them to speak and listen in a range of activities
- ensure that information is obtained in partnership with parents and through observation to form an initial assessment early on in the child's time at the setting, to ensure they are provided with activities that challenging them and enable them to make good progress
- ensure observations and supervision of staff accurately highlight areas for improvement in their teaching skills to enable them to support children to make good progress in all areas of learning and development.

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

- improve on already good opportunities children have to be independent, by developing their independence at mealtimes, such as allowing them to pour their own drinks and help to lay the table.

## Inspection judgements

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

Staff generally know how to support children in their learning. However, the quality of teaching is variable. The indoor and outdoor environments are resourced with a range of activities and materials, such as, a sand pit, a range of writing materials and a cosy den and book area. However, staff do not always support children when they are accessing these resources to extend and challenge them in their learning. For example, when children independently access the train set they have little staff interaction. Therefore, their planned learning is not extended to promote important communication and language development, such as asking open-ended questions and encouraging children to develop their speaking and listening skills. As a result, not all children make consistently good progress.

Staff regularly observe children in their play and record this in their assessment records along with photographic evidence. They use this information to plan next steps in learning for children. Assessments of children's learning are carried through into planning. Children are generally prepared for the next stage in their learning, such as the move to primary school. A range of fiction and non-fiction books and early writing materials are provided to help develop children's early literacy skills. In addition, children self-register so they start to recognise their own name in print. Staff incorporate counting into activities, such as counting the pebbles as children pick them up. As a result, maths skills are developed through play. Children's physical skills are promoted. Staff support younger children to walk by holding their hands and encouraging them to take steps. Staff support children to develop their smaller physical skills, such as sprinkling flour during a cooking activity.

Staff regularly talk to parents about their children's progress. Parents look at children's assessment records and contribute information about what they know children are learning at home. However, staff do not obtain enough information about what children can do on entry to the setting. As a result, children are not challenged in their learning as soon as they start. A board outside the setting informs parents of the activities children have taken part in daily. Staff also have daily conversations with parents about children's activities and the parents of younger children are provided with a daily diary.

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

Children form positive relationships with their key person and they are happy and settle well. A range of resources is provided for children that they can access freely. In addition, children use a visual board to make choices of activities they would like to do. As a result, children build their confidence and self-esteem, as they make their own choices. Staff encourage children to understand how other people maybe feeling. For example, when reading a book staff point out the facial expressions of the characters and talk about whether they are happy or sad. Staff obtain information from parents when children first start about their care needs, routines and provide settling-in sessions. This allows staff to get to know children well and provide them with resources that will help them feel at home. Therefore, children experience a smooth move from home and settle well. Parents comment that they are happy with the level of care their children receive.

Staff and children attend regular trips to the school children will be moving on to, including their settling-in sessions. As a result, they are emotionally supported for the move to primary school. Staff support children to be independent, for example, during a cooking activity staff encourage children to roll out the pastry and scoop jam into the tarts. However, children's independence could be further promoted, especially at mealtimes, by allowing them to pour their own drinks and help to lay the table.

Staff support children to understand the importance of a healthy lifestyle. Children are provided with healthy snacks, such as apples and raisins. Children have regular opportunities to experience physical exercise, such as climbing on and sliding down the slide in the garden and take part in regular bug hunts in the nearby fields. Children are well behaved at the pre-school and respond well to the boundaries in place. Staff remind children what might happen if they attempt to do something unsafe, so that they can start to understand the consequences of their own actions. Staff promote good manners, as children are encouraged to say please and thank you when sitting at the snack table. Children regularly take part in evacuation procedures, ensuring they know how to keep themselves safe in an emergency.

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

The manager has a secure knowledge of the safeguarding and welfare requirements and implements them effectively. Staff can identify the signs and symptoms of abuse and the appropriate action to take if they have concerns about a child. All staff and volunteers have Disclosure and Barring Service checks in place and are suitable to work with children. The manager and staff have risk assessed the environment and carry out daily checks to ensure the environment is safe for children. Staff and volunteers all have a full induction when they start employment. They are made aware of policies and procedures of the setting. All staff and volunteers have completed paediatric first-aid training ensuring children are protected in the event of an accident.

The manager aspires to improve and her self-evaluation and highlights some weaknesses of the pre-school. The manager has identified the weakness in obtaining information when children start and plans to implement an All about me form that she will complete in partnership with parents. The manager conducts supervision with staff and observes their practice. However, she has not addressed weaknesses in staff's quality of teaching during these observations and supervisions. As a result, the quality of teaching is variable and not all children make good progress, particularly in their communication and language skills. The manager has plans to implement half-termly staff supervisions to start to address the weaknesses in staff's practice. She is supporting a member of staff to complete their level 3 childcare qualification and understands the positive impact this will have on her practice and children's learning.

Partnerships with parents are generally good. However, these need to be improved by obtaining more information from parents about children's learning and development when they start attending. Despite this, parents comment that staff are friendly and

approachable and their children enjoy coming to the pre-school. The manager has built up partnerships with the local school and children regularly attend there with staff. The manager has formed partnerships with health professionals enabling her to share information to support children health needs.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY476644
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	961557
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Julie Gardiner
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07783 860097

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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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