

Woodlands Pre-School

Ruishton C of E VC Primary School, Newlands Road, Ruishton, TAUNTON, Somerset, TA3 5JZ

Inspection date

18/09/2014

Previous inspection date

23/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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. Staff plan a range of activities which challenge and excite the children. This supports them in making good progress.
- Children develop good communication and language skills because staff interact effectively with them.
- Partnerships with parents are strong which effectively contributes towards staff meeting children's needs successfully.
- Children are happy, settled and grow in confidence as they explore the safe environment provided.

It is not yet outstanding because

- Staff do not always use everyday routines to encourage children to practise simple calculations, to enhance their interest and understanding of mathematical concepts.
- Staff do not always adapt small group activities to suit different ages and abilities.

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.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector sampled a range of documentation including children's records and planning.
- The inspector carried out a joint observation with the supervisor.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents.

Inspector

Michelle Tuck

Full report

Information about the setting

Woodlands Pre-School registered in 2009. The accommodation consists of a purpose-built building, which includes a foyer/cloakroom, office, open-plan playroom and adjacent toilets. The pre-school is situated in the grounds of Ruishton Primary School in the village of Ruishton on the outskirts of Taunton, Somerset. The pre school is registered on the Early Years Register. There are currently 34 children on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

The pre-school is open on weekdays between 8am and 3pm during term time only. There are eight members of staff employed; of these, two are qualified to level six, four to level three and two members of staff are unqualified. The pre-school provides support for 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:

- enhance children's understanding of number further by providing more opportunities for them to complete simple calculations and use the vocabulary involved in adding and subtracting
- review the organisation of adult-led activities to ensure they are consistently adapted for the different ages of children participating.

Inspection judgements

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

Staff have a good understanding of how children learn. They provide a broad range of activities and experiences, that support them well to make good progress in all areas of learning. Children enthusiastically engaged in their chosen activity, supported by staff who effectively extended their learning and understanding. Children develop their physical skills outdoors. They benefit from opportunities to run, balance, climb and move freely around the natural, outdoor environment. Children learnt about the capacity as they filled and emptied containers of water. They developed their early writing skills when using paintbrushes to make marks. Staff know the children very well. They observe them in their play and find out about their achievements at home. This enables them to provide experiences, which engage children's interests and identify their next steps in learning successfully.

Children have many opportunities to count and talk about numbers and numerals. For example, they counted how many children and adults were present and helped each other to find the correct corresponding numerals on the number line. However, staff do not routinely extend children's learning further. For example, by encouraging children to combine numbers together or use the language required to make simple calculations.

Children thoroughly enjoyed small group time where they had the opportunity to explore the items they had collected on a walk the previous day. They used their senses to explore the conkers, pine cones, sticks and other items. Children used words such as smooth and shiny as they described what the conkers felt like. This supports children's communication and language development. Staff used effective teaching methods to develop children's interests and support their understanding of the world. Children thoroughly enjoyed using the items they had collected to make patterns and create pictures. However, staff did not always adapt this activity to meet children's different needs. Consequently, the more able and older children were not always challenged to fully extend their learning.

Staff effectively used open questions to encourage children to communicate and lead their own play. For example, children excitedly engaged in role play in the garden. They pretended to have a picnic, as they gathered items to put in their bags. Staff spoke with the children about going to the beach to make sandcastles. This captured children's imaginations and initiated a discussion about what else they enjoy doing at the beach. The children talked about swimming in the sea, wearing armbands and that they must be very careful in order to keep themselves safe. Children played in the mud kitchen. They filled muffin trays with water and placed these in the pretend oven to make cupcakes. Children happily shared in each other's ideas and worked well together to develop their role play. For example, two children placed a netted tunnel over their heads and synchronised their walking as they pretended they were a monster. Consequently, this supports their personal, social and emotional development effectively.

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

Children are happy, confident and settle quickly at the pre-school. This shows they feel secure and have a strong sense of belonging. Staff enable children to feel safe because they have a sensitive and caring approach, which helps them to feel comfortable in their care. Parents share information about their children's interests and starting points with the staff. This contributes effectively to meeting children's individual needs. There is an effective key person system in place and high quality interactions between the children and staff. As a result, children display high levels of self-esteem and confidence.

Children have easy access to a wide range of good quality resources, which helps to promote their independence and supports their free choice in play. Staff prepare children well for school. They encourage them to wash their own hands, pour their drinks and open packets and containers from their lunchboxes. Staff teach the children about the importance of a healthy lifestyle. Consequently, children benefit from plenty of exercise and fresh air, through daily active sessions in the outside environment. They gain a better understanding of the world they live in when taking part in Forest School activities. They

develop their physical skills as they use the outside equipment to climb and balance. This gives children confidence and prepares them well to move onto the next stage of their development and onto school.

Staff teach the children how to keep themselves safe. They practise the emergency evacuation procedure, so they learn how to evacuate the building quickly and safely in an emergency. Staff model good behaviour through their kind and sensitive approach and support the children well to resolve issues for themselves. Consequently, children are kind and respectful to one another. Their behaviour is good because they have a clear understanding of how they should behave.

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

The management and staff team have a good understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a thorough understanding of child protection issues and recognise the signs and symptoms that may be a cause for concern. They have a secure understanding of the local safeguarding procedures and are confident to follow these if required. Staff complete risk assessments and daily checks to ensure the safety of the pre-school environment both indoors and outdoors. Risk assessments are in place for outings and for Forest School activities. Consequently, these help staff consider potential hazards and take steps to keep children safe during these activities. Management follow robust recruitment procedures to ensure that only those suitable to work with children do so. Staff are well supported through staff appraisal and ongoing training. This ensures on-going suitability of staff and promotes their professional development. The staff team have recently introduced peer-on-peer observations to help them learn from one another, share good practice and improve on teaching skills. Staff meet on a weekly basis to plan and reflect on their practice through self-evaluation. They discuss and monitor children's progress well and demonstrate they have a good understanding of how children learn. They complete the required progress checks for two-year-old children and share these with parents. Staff use their observations and assessments to help them identify any gaps in children's learning or the educational programme. This contributes to the overall effectiveness of the staff team in meeting the needs of children. It demonstrates that the pre-school has a good capacity to maintain continuous improvement.

There are strong partnerships with parents, other providers and professionals, which contributes to meeting individual needs well and consistency for children. Parents are very happy with the service the pre-school provides, the level of communication and the progress that their children make. This means that parents feel involved and that children who have additional needs receive the support they require.

The staff team have a good understanding of their responsibilities in meeting the learning and development requirements. They thoroughly monitor the educational programmes to ensure they provide a wide range of experiences and activities. Staff have adopted a child-led planning method. This involves using a talking tub, which is a container from which

children take it in turns to select an object. Staff collate and record children's ideas in a floor book and talk about the objects they have selected. Staff base activities on children's ideas, which helps them remain focused and develop a strong sense of belonging. This new method of planning has proved successful with the children as it enables them to direct their own learning and grow in confidence.

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

Unique reference number	EY387036
Local authority	Somerset
Inspection number	830043
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	34
Name of provider	Woodlands Pre-school Committee
Date of previous inspection	23/06/2009
Telephone number	01823 444302

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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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