

Woodland Corner

Nayland CP School, Bear Street, Nayland, Colchester, Essex, CO6 4HY



Inspection date

24 March 2015

Previous inspection date

25 September 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staffs' assessments of children are accurate and enable them to plan activities that are tailored to the children's individual needs. As a result, all children make good progress given their starting points and capabilities.
- Staff provide a wealth of resources to support children to understand the world around them. Children experience visits from professionals, such as doctors and dentists, and regularly explore the woods and environment surrounding the pre-school.
- Staff support children excellently with changes in their lives. They make home visits to the children before they start attending and obtain a wealth of information from parents about the children's care needs. As a result, they seamlessly move from home to the pre-school and settle extremely well.
- Staff have an excellent understanding of how to support children in gaining skills and knowledge about their safety and health. During cooking activities, staff remind children of what to do to keep themselves safe and talk about the effects that sugar can have on their bodies.
- Staff have formed strong relationships with parents and children's families. They provide a good range of opportunities for parents to contribute to their children's learning at the setting and at home. Consequently, children are provided with a wide range of opportunities to make good progress.

It is not yet outstanding because:

- Some staff are more experienced and knowledgeable than others. They do not share their skills or observe each other, to expand their understanding of how children learn even further. As a result, outstanding teaching is not consistent throughout the pre-school.
- Staff do not always make the best use of routines, such as snack time, to provide a wide range of rich-learning opportunities for the children.

What the setting needs to do to improve further

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

- enhance routine activities further, such as snack time, by maximising opportunities to extend children's vocabulary and critical thinking
- enhance the already good systems in place to support staff to share practice, by introducing strategies, such as peer-to-peer observations, to foster a culture of continuous improvement and a consistently high quality of teaching throughout the pre-school.

Inspection activities

- The inspector observed activities in the pre-school room and outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and pre-school leader.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Daniella Tyler

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is consistently good and some is outstanding. Staff regularly observe children in their play. They plan activities that are tailored to the children's individual learning needs. Therefore, all children make good progress. Staff are skilled in identifying opportunities to extend children's learning. Children become interested in the measuring jugs. Staff encourage them to compare how much water they have and if it is 'more' or 'less' than the child next to them. Children are supported to recognise large numbers, such as '2000' and '500' and develop an understanding of measures, such as millilitres. Consequently, children learn the key skills they need for the school environment. Staff support children in gaining important social skills through routines activities, such as snack time. However, these routines are not used to their full capacity, to support children's development in all areas of learning. For example, children talk about their food and drink, but staff do not use this as an opportunity to extend children's knowledge and critical thinking.

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

Children form exceptional caring bonds with their key person, staff and each other. They develop excellent independence skills. Children put on their own clothes and help to clear the table and sort cups and plates into washing-up bowls. Children show extremely high levels of confidence and self-esteem in their play. They easily access a superb range of resources and toys. The staff have close links with the on-site school. They take children on regular trips to the school. Staff provide sports days and show children the school uniform. As a result, children are emotionally well prepared for the move to primary school. Children have a brilliant variety of opportunities for physical exercise. They dance to music, take part in obstacle courses and go on regular walks around the local area. Children develop a sense of community as they are encouraged to take part in local events and meet new people. They contribute by making and selling cakes at a local tea shop.

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

The manager and pre-school leader implement the requirements of the Early Years Foundation Stage to a high standard. They know the appropriate action to take to protect children from harm. Risk assessments are thorough and ensure that children are kept safe at all times. The management's self-evaluation is accurate and detailed. They implement improvement plans well. The management thoroughly monitor children's progress. They use this to identify areas where the children need more support in their learning. The manager provides staff with regular supervision to support their ongoing skills and development. Some staff member's quality of teaching is outstanding and they are highly qualified. However, staff do not have opportunities to consistently share their skills and knowledge with each other, to provide an even higher quality of interactions with the children. Staff have formed strong relationships with health professionals. They work closely to provide vital intervention to support children's learning and health needs.

Setting details

Unique reference number	251576
Local authority	Suffolk
Inspection number	866551
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	79
Name of provider	Woodland Corner Committee
Date of previous inspection	25 September 2008
Telephone number	01206 263054

Woodland Corner was registered in 1990. The pre-school employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2, 3 and 6, including one with Early Years Professional status. It also employs an administrator and cleaner. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am to 12.15pm and 12.15pm to 3.15pm, with a lunch club from 12.15pm to 12.45pm. There is no afternoon session on Thursday afternoons. The pre-school also run an out-of-school club. Breakfast sessions are from 8am to 9am, after-school sessions are from 3.25pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

