

# Woodlands Park Pre-School Nursery



Woodlands Park Hall, Woodlands Park Road, Birmingham, West Midlands, B30 1HA

## Inspection date

Previous inspection date

16 April 2015

4 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Managers have a good understanding of the requirements of the Early Years Foundation Stage, ensuring children's needs are effectively met. They are well informed about their safeguarding responsibilities to keep children safe.
- Managers create opportunities for children to celebrate their first language as part of group activities. Staff effectively use sign language to help children recall the letter of the week, resulting in good inclusive practice.
- Staff work closely with other professionals and effectively follow guidance to support children with special educational needs and/or disabilities. Staff quickly identify where children need additional help to make good progress in their development.
- Staff systematically assess children's achievements and then thoroughly plan for the next steps in their learning. Staff agree with parents about how to move children on in their development so that they make consistent progress.
- Parents make a positive contribution to the pre-school nursery. They receive a wide range of information and are well informed about procedures. There is good communication with parents who are very pleased with the caring environment in which children are supported.

### It is not yet outstanding because:

- Some staff miss opportunities to extend children's language skills, by not allowing them to explain what they know when they are engaged in activities.
- Managers do not fully discuss with staff where improvements can be made to sustain the good-quality teaching.

## What the setting needs to do to improve further

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

- help children to explain clearly what they know, so that they continue to grow in confidence to communicate their understanding during a wide range of activities
- sharpen the focus on monitoring the good quality of teaching and provide detailed feedback, ensuring that staff enhance their skills.

## Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities, in the indoor and outdoor environments.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Adelaide Griffith

## Inspection findings

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

Staff have a good understanding of how to promote children's learning. At the start of each session, staff enthusiastically model physical-exercise routines to create a positive attitude for learning. Staff have high expectations of children and provide good levels of challenges to stretch them. During construction play, staff encourage children to compare the height of towers to the sizes of adults. They allow ample time for children to sort pieces of equipment, which they successfully fit together after several attempts. Staff generally promote children's thinking skills through skilful questioning and adapt teaching to their stage of development. However, some staff do not provide enough opportunities for younger children to explain what they are doing during activities, such as planting. Children develop good skills in speaking and listening as they 'show and tell' others about the items they bring in from home to emphasise the letter of the week. Assessments of children's development show that they make good progress across all areas of learning over time.

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

The effective key-person system ensures children enjoy supportive relationships in the pre-school nursery, resulting in a strong sense of emotional security. Older children spontaneously organise listening activities and sit together while they use headphones to listen, and sing along, to recorded music. Snack times are occasions when staff encourage children to develop their social skills and to talk about the healthy choices. Staff motivate children to name colours and shapes of pieces of fruit, and they learn about being first or last to fetch drinks. Children's good health is effectively promoted because they play outside on a daily basis and enjoy the fresh air. Lots of praise and warm interaction with staff, contribute to children's confidence. Staff deliver more structured activities to effectively prepare older children for their learning at school. Staff ensure children's early writing and number skills are well-promoted and they learn to take responsibility for aspects of self-care. Children participate in many outings that include travel by train and road. As a result, children learn to keep safe in a range of situations.

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

Staff cooperatively plan activities which are regularly reviewed by the managers. They review observations and assessments to ensure children's individual needs are always met. Managers occasionally monitor staff's practice, but they miss opportunities to provide clear feedback. This means staff do not share an understanding of how to extend their skills. That said, the well-qualified staff deliver good-quality teaching that effectively supports children's learning. Staff discuss their training needs at supervision sessions, ensuring all maintain their professional development. The special educational needs coordinator has completed training in behaviour management and provides good guidance to staff. As a result, children's good behaviour is well promoted.

## Setting details

<b>Unique reference number</b>	509350
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	848042
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Woodlands Park Pre-School Nursery Ltd
<b>Date of previous inspection</b>	4 February 2010
<b>Telephone number</b>	0121 459 3227

Woodlands Park Pre-School Nursery was registered in 2003. The pre-school nursery employs six members of childcare staff. All hold appropriate early years qualifications at level 3 or 5. The pre-school nursery opens from Monday to Friday, during term time only. Sessions are from 9am to 3.15pm. The pre-school nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

