

Woodley Pre-School

Cuperham Infant School, Bransley Close, Romsey, Hampshire, SO51 7JT



Inspection date

7 May 2015

Previous inspection date

20 September 2010

| 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

- All staff are qualified and have a good understanding of how children learn. They offer children a wide variety of resources to choose from and the quality of teaching is consistently good. As a result, children are enthusiastic, and eager to explore and learn.
- Children's individual needs are quickly identified and extremely well met through additional small group teaching and good working partnerships with parents and staff from outside agencies.
- The managers and staff demonstrate a secure understanding of the safeguarding and welfare requirements and diligently meet their responsibilities to keep children safe.
- Children benefit from being cared for by a professional, friendly and caring staff team, in a welcoming environment. Consequently, children are emotionally secure, happy and enjoy their time at the pre-school.
- Managers demonstrate a long-term, well-documented and largely successful drive, to improve the education and care of the children who attend the pre-school. They, and their staff, share these high aspirations with parents and the local community who work together to raise standards for the children.

It is not yet outstanding because:

- Managers do not always check that staff reflect each child's current level of achievement accurately in their assessments, so that they have the best possible information to help children make rapid progress in their learning.

What the setting needs to do to improve further

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

- check more frequently the staff's accuracy in recording children's achievements to ensure that planned activities enable children to make rapid progress.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation, and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

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

Capable and committed staff know the children in their care well, as they frequently observe and reflect on children's learning and development. This knowledge underpins their planning and delivery of interesting and challenging experiences which staff tailor to meet children's individual next steps in learning. For example, when children made and decorated individual pizzas, staff helped them to review their own skills, and think through what did or did not work well. Good quality teaching helps to ensure that all children make good progress during their time at the pre-school. Parents acknowledge the accuracy of regular updates from staff, which help them carry through children's enthusiasm for learning at home. Staff also work closely with local teachers to help prepare children for their moves to school.

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

Children are happy and secure in the care of supportive and nurturing staff. Children form close bonds with the highly professional staff who foster a sense of belonging and confidence. Staff continue to create exceptional outdoor areas for children. These build on the children's enthusiasm for scientific discovery, physical exercise and playing in the fresh air. Staff give children plenty of time to explore freely, while staying close enough to share guidance on managing new risks and keeping themselves safe. Children show self-control as they throw and kick in designated areas, learn to balance and carefully return young frogs to the adjacent pond. Children's behaviour is very good, as staff offer rich and wonderful activities that capture their enthusiasm and imaginations. Children flourish as they gain increasing independence, motivate their own learning, make decisions and practise sharing their news and ideas.

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

Staff meet diligently all the safeguarding and welfare requirements of the Early Years Foundation Stage. Managers ensure staff receive regular training updates in how to safeguard children. Supervisions also ensure staff remain suitably trained and skilled to keep children safe on a daily basis and promote their good health and hygiene. Managers also understand and implement the learning and development requirements effectively. Although managers do not consistently check the accuracy of the staff's assessments of children's achievement, in practice, staff have very good systems to identify children whose social, physical or language development is not at a typical level for their age. This enables well-trained, experienced special educational needs co-ordinators to organise excellent and timely interventions for those children. Consequently, all children make good progress during their time at the pre-school.

Setting details

| | |
|------------------------------------|------------------------------|
| Unique reference number | EY271494 |
| Local authority | Hampshire |
| Inspection number | 837325 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 64 |
| Name of provider | Woodley Pre-School Committee |
| Date of previous inspection | 20 September 2010 |
| Telephone number | 01794 512396 |

Woodley Pre-school registered in 2004. It is managed by a voluntary committee, but located within the grounds of an infant school in Woodley, Hampshire. The pre-school is open each week day during term time from 8.50am to 3.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four. All of the ten staff who work with the children hold relevant qualifications at level 3.

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

