

The Village Pre-School & Woodfall Out of School Club



Woodfall Primary School, Woodfall Lane,, Little Neston, Merseyside, CH64 4BT

Inspection date	10 June 2015
Previous inspection date	6 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		Good	2
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

- Children are happy and enjoy their time in this welcoming and stimulating setting. The premises are safe and secure and staff supervise the children well, which helps to ensure their safety.
- Playrooms are well resourced and improvements have been made to the outdoor play area. Consequently, children enjoy a variety of indoor and outdoor activities that promote all areas of their learning.
- Partnerships with parents and the host school are well established. Staff help to prepare children for their move to school. They exchange information with parents and teachers, so that children's care and learning needs are addressed.
- The manager encourages staff to undertake development opportunities and a number of staff are training towards formal qualifications. Some staff have attended training on block play and this has helped children to interact more imaginatively with one another.

It is not yet outstanding because:

- Occasionally, during whole-group activities, teaching does not capture children's attention and promote their listening skills.
- Staff do not make best use of snack time routines to engage with children and promote their social skills.

What the setting needs to do to improve further

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

- strengthen teaching strategies during whole-group activities, for example, by introducing puppets and other props to encourage children to listen, respond and maintain focus
- enhance care practices at snack time, so that staff spend more time sitting with the children to promote children's social skills and encourage good eating habits.

Inspection activities

- The inspector observed activities in the two playrooms and the outdoor play area.
- The inspector conducted two joint observations with the manager.
- The inspector talked to staff, children and parents, and held meetings with the manager.
- The inspector looked at children's assessment records and sampled a range of other documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jan Linsdell

Inspection findings

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

Staff interact well with the children and use effective systems to observe and track their progress. Staff plan time to work with their key children in small groups. This enables them to target children's next steps and move children forward in their learning. Older children benefit from more focused teaching, for instance, when they observe and record objects they see outside. Consequently, children make good progress and they are confident to ask questions and share their ideas. When children visit the school's woodland area, there is much excitement and chatter. Children delight in searching for insects in the bug hotel and talking about interesting items they find, such as a feather. However, teaching during whole-group activities is not as effective. This is because some children lose focus and staff do not use different techniques to maintain children's attention. Staff work well with parents and involve them in their children's learning. Parents are kept well informed through regular newsletters, termly reports and invitations to messy play days.

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

Parents talk about the strong bonds their children develop with their key person. They express positive comments about how staff have helped their children to settle in, develop confidence and make friends. These positive relationships enable children to become confident and motivated in their play. Children are encouraged to adopt a healthy lifestyle and follow good hygiene routines. They thoroughly enjoy being active outdoors, pushing themselves around on wheeled toys. They learn to take small risks, for instance, when they jump from the climbing frame. Children bring packed lunches from home and staff provide healthy snacks, such as fresh fruit. However, staff do not spend enough time sitting with the children at snack time. This means staff miss opportunities to promote children's social skills and talk about good eating habits. Children behave well and they enjoy helping with tasks, which promotes their understanding of responsibility.

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

The manager strives to deliver a good quality provision for children and parents. She effectively implements the requirements of the Early Years Foundation Stage, so that children achieve well in a safe environment. She also makes good use of external assessment to help improve outcomes for children. Staff are appropriately vetted to ensure they are suitable for their role. They understand how to recognise signs of abuse and they know how to report any concerns about children's welfare. The majority of staff are well qualified and this has a positive impact on children's learning experiences. Staff complete regular self-appraisals and they contribute to evaluating practice. The manager keeps a close check on children's progress. She regularly reviews children's tracking documents and talks to staff about the purpose of planned activities. She has started to explore ways to help raise the quality of teaching. For example, she has introduced peer observations, so that staff can observe and learn from one another's skills.

Setting details

Unique reference number	EY253466
Local authority	Cheshire West and Chester
Inspection number	855937
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	30
Number of children on roll	53
Name of provider	Margaret Valerie Price
Date of previous inspection	6 September 2010
Telephone number	0151 353 1213

The Village Pre-school & Woodfall Out of School Club was registered in 2003. The setting employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including one at level 2, seven at level 3, one at level 4 and two at level 5. The setting is open Monday to Friday during term time. Holiday care is provided according to demand. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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