

Woodborough Village Pre-School



Village Hall, Lingwood Lane, Woodborough, Nottingham, Nottinghamshire, NG14 6DX

Inspection date	25 June 2015
Previous inspection date	14 March 2011

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

- The system for observation, assessment and planning is very well developed and used effectively. Staff clearly focus on children's individual interests and needs. This means any gaps in children's learning and development are quickly identified and addressed.
- Staff have a very good understanding of their responsibilities to safeguard children. Staff recognise the signs and symptoms of child abuse and understand what to do if they have concerns about a child's welfare.
- Regular 'mud, wood and wellies' sessions in the local woodland enhance children's physical skills as they walk, climb and clamber in different terrain. In addition, they learn about the natural world as they explore the pond and the lifecycle of frogs.
- Children are extremely well prepared for their future learning. Children that are preparing for school join a group where they visit the school and take part in activities. They develop a good understanding of the school routine.
- The manager and staff are very passionate about their work with children and there is a strong drive for continuous improvement. The staff team are supported with a targeted training programme to increase their knowledge and develop their practice to enhance the quality of the provision.

It is not yet outstanding because:

- On occasions, children are interrupted in their play to take part in adult-led activities.
- When children take part in group activities staff do not always appropriately challenge them.

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 learning further by allowing them more time to explore, extend and complete their learning through their own play
- review the organisation of group times so that all children have opportunities to take part in age-appropriate activities, which extend their learning.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager of the pre-school. They evaluated learning activities and discussed the self-evaluation form.
- The inspector looked at children's assessment records, policies and procedures and planning documentation.
- The inspector spoke with parents and took into account their written feedback.

Inspector

Tracy Hopkins

Inspection findings

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

Children are able to select resources for themselves and invent their own play using their imagination. For example, hoops become islands that keep them safe from the sharks. However, staff sometimes interrupt children as they play to take part in adult-led activities. This means that children are not always able to become deeply involved and extend their own learning through play. In addition, most adult-led activities take part as a group. This means that the activity is sometimes too easy for some and too hard for others. Staff provide children with lots of opportunities to speak and listen throughout the day. The well-qualified staff allow children time to think and respond individually. For example, they have introduced a 'talking tables' activity where children make up a story with the items they have brought from home. These types of activities are highly effective in introducing new vocabulary to extend children's language. In addition, this supports their communication with others and the understanding they need to wait their turn to speak. Consequently, children are making exceptional progress in their communication and language development. Staff provide various tools and equipment to help children develop their early writing skills. Children thoroughly enjoy painting and using large brushes and water outside to wash the toy cars.

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

Staff provide a variety of healthy well-balanced snacks to develop children's understanding of a healthy diet and lifestyle. Snack time promotes a social experience for children with good opportunities for them to be independent. Furthermore, the children develop good manners and self-care skills. Children practise effective hygiene routines. They wash their hands after playing outside and before eating. Staff display children's work attractively around the playroom. This provides a sense of belonging and shows them that their efforts are valued and respected. Children's behaviour is good because staff are positive role models. They provide consistent routines and boundaries for children so that children have a good understanding of what is expected of them. For example, they explain how it is kind to share and take turns. Children receive constant praise and reassurance from staff, which develops their self-esteem and confidence.

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

Staff fully understand the importance of working in partnership with parents. When children first start at the pre-school, staff obtain detailed information from parents about children's individual needs, likes, routines and progress. Staff inform parents of how they can help to continue their children's learning at home. For example, children take books home to share and 'fine manipulative' bags that support their early reading and writing skills. Parents spoken to at the time of inspection comment that they feel very welcome by staff and the pre-school is a fantastic place for children. The manager is a very positive role model. She is animated, enthusiastic and keenly focused. As a result, staff and children are motivated and participate in good quality learning activities.

Setting details

Unique reference number	253232
Local authority	Nottinghamshire
Inspection number	866711
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	43
Number of children on roll	70
Name of provider	Woodborough Pre-School Playgroup Committee
Date of previous inspection	14 March 2011
Telephone number	0115 9655895

Woodborough Village Pre-School opened in 1974. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one has a level 6 qualification and one has Qualified Teacher Status. The pre-school opens Monday, Tuesday, Thursday and Friday from 9.15am to 3.30pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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