

# Woodland Pals Pre-School

Kirton and Falkenham Village Hall, 65 Falkenham Road, Kirton, Ipswich, IP10 0QW



## Inspection date

17 July 2015

## Previous inspection date

12 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The provider has greatly improved many aspects of the pre-school since the last inspection. The manager now has more effective systems for monitoring the provision and partnerships with parents have been improved. Opportunities for children to become independent have been extended and practitioners have further considered the ways in which they promote children's language skills.
- Children are keen, active and motivated to learn. They excitedly participate in a wide range of learning experiences provided by practitioners. Children also have opportunities to guide their own learning during free-play sessions. As a result, children make good progress in their learning.
- Children are effectively protected from harm, as practitioners are knowledgeable about how to keep them safe and the correct procedures to follow if they are concerned about the well-being of a child.
- Parents are encouraged to play an active role in their children's learning. They are invited to attend stay and play sessions held every half term.
- Key persons and parents work closely to establish a clear understanding of each child's needs, likes and dislikes. As a result, children settle well into the pre-school routines and form close and caring relationships with their key person.

### It is not yet outstanding because:

- Some children have fewer opportunities to practise their mathematics and literacy skills in the outdoor area.
- Partnership working with all other settings that children attend is not yet fully established. Key persons may not have all of the information to gain a complete picture of children's achievements.

## What the setting needs to do to improve further

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

- plan more broadly for those children who learn more effectively outdoors, exploring ways to support their emerging mathematical and literacy skills
- strengthen the partnerships with other early years settings that children attend, so key persons have sufficient information about children's achievements to build on their learning.

### Inspection activities

- The inspector observed activities in the pre-school room and outdoor area.
- The inspector held discussions with the manager and practitioners. She also spoke to children at appropriate times during the inspection.
- The inspector looked at records, which include children's details, daily attendance of children and adults, medication records, written policies, records relating to planning and assessment and a selection of other relevant documentation.
- The inspector saw evidence of the checks used to assess the suitability of all practitioners.
- The inspector held a discussion with the manager to review the quality of teaching.
- The inspector took account of the views of parents spoken to at the time of the inspection.

### Inspector

Lynn Hughes

## Inspection findings

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

Children are effectively supported to guide their own learning by practitioners who know them well. Activities are adapted and tailored to meet individual children's capabilities and interests. For example, children's interest in banger racing is successfully followed by practitioners encouraging them to draw a race track. This provides good opportunities for children to practise and extend language based around their interest. For example, they discuss the pit and what happens there. Children know about changing tyres and having areas for the spectators. The range of activities available to children is comprehensive and includes a good mix of learning experiences usually based around a theme. Most children have good opportunities to practise their developing mathematical and literacy skills. This is not always the case for those children who prefer to learn outside.

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

Parents provide key persons with clear information about their child's interests, home life and abilities. Key persons use this information to help children to settle into the pre-school. Children enjoy a selection of healthy snacks during their pre-school day. They have opportunities to learn about how food grows as they plant and grow a selection of vegetables and use their produce for snacks. Children enjoy cooking activities, which enable them to develop a wide range of skills, such as cutting fruit and vegetables, mixing ingredients and manipulating dough. Children are encouraged to become independent in preparation for their move to school. They select their own snacks from the snack table, put their own shoes on and off and manage their self-care needs. Children behave well as they follow practitioners' clear directions. For example, they learn to take turns and negotiate situations with practitioners' support. Children are provided with opportunities to enhance their physical well-being through a range of planned and freely-chosen play.

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

The pre-school is led and managed by the registered provider. She employs a small team of practitioners and support workers. The team work well together and meet regularly to develop planning and to review and evaluate the success of the pre-school. The manager effectively monitors the planning and assessments, which help her to identify any gaps in children's learning. There is a clear programme of professional development, which ensures that practitioners remain well supported. They are provided with opportunities to update their core knowledge, such as safeguarding and first aid, and to attend training of their choice. Partnerships with parents and local schools are good. However, key persons do not liaise effectively with all other settings that children attend. They do not share more precise information to gain a broader picture of children's achievements to complement their learning.

## Setting details

<b>Unique reference number</b>	EY476644
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	991271
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Julie Gardiner
<b>Date of previous inspection</b>	12 September 2014
<b>Telephone number</b>	07783 860097

Woodland Pals Pre-School was registered in 2014. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm, Monday to Thursday and from 9.15am until 2.45pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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