

Woodcote Pre-School Group



Woodcote Village Hall, Reading Road, Woodcote, Reading, Berkshire, RG8 0QY

Inspection date

17 September 2015

Previous inspection date

15 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is not yet consistently strong. Not all staff have high enough expectations of children and this decreases children's opportunities to develop their independence and self-care skills.
- Staff do not always clearly identify or plan for children's next steps in their learning.
- Parents are not always providing information on what children know and can do before they start at the setting in order to inform initial assessments of children's starting points.

It has the following strengths

- The committee and management team are ambitious for the pre-school and improvements have been made over the last year. For example, action has been taken to address the areas for development identified at the last inspection. All safeguarding and welfare requirements are met.
- Parents are happy with the care provided for their children. Staff are approachable and caring.
- Children settle quickly when they arrive at pre-school. They develop secure attachments with staff and happily approach them for reassurance and support when needed.
- Children are encouraged to use their imaginations and staff join in with their pretend play.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ monitor staff's individual observations and planning to ensure that children's next steps are clearly identified in order to ensure all children make good progress from their starting points	07/12/2015
■ continue to improve the quality of teaching to ensure that all staff have high expectations of what children can achieve and children are encouraged to develop their independence.	07/12/2015

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

- ensure that all parents provide information regarding their children's learning and development at home when they start at the pre-school.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspector evaluated how well the pre-school staff understand and implement policies and procedures, especially those relating to safeguarding children and observing and assessing children's progress.
- The inspector conducted a joint observation with the pre-school deputy manager.
- The inspector met with the manager, deputy manager and chair of the pre-school committee.
- The inspector sampled a range of documentation, including staff suitability and training records, profiles of children's learning and the pre-school's self-evaluation.
- The inspector took into account the views of parents.

Inspector

Penny Fisher

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers understand their role and responsibilities. They seek external challenge and support, for example, through the local authority. Good links have been established with external agencies such as the local children's centre and children's social care in order to effectively support children and families. Staff are encouraged to gain qualifications and regular supervision takes place. The management team has identified the need to improve the quality of teaching and further training and peer observations are planned. Safeguarding is effective; staff have a sound knowledge of what to do if they have concerns about a child.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children, talking to them and asking questions throughout the day to support and extend their play. This helps to develop children's communication and language skills. However, staff do not always provide sufficient challenge for the children, such as when building models or putting shoes on dolls for them. Children choose from a wide range of activities and resources as staff make good use of the space available, both indoors and outside. The routine of the day allows plenty of time for uninterrupted play. Staff undertake regular observations and assessments of children. However, they do not consistently use the information gathered to identify, and plan for, children's next steps in their learning. Children, including those in need of additional support, are making progress.

Personal development, behaviour and welfare require improvement

Staff are good role models; treating the children with courtesy and respect at all times. Children learn to take turns and share resources. Children behave well overall, although they do not always listen and respond to adults. Staff's use of praise helps build children's confidence to play and explore happily and use their imaginations. For example, they travel the world on an 'aeroplane'. However, staff miss opportunities to help children develop their independence, especially in relation to caring for their personal needs. Children enjoy healthy, freshly cooked meals and snacks and have plenty of opportunities to play outside. They regularly visit the local community and take part in activities that teach them about the wider world and other cultures. Children's attendance is generally good and absences are followed up in order to ensure children are safe and well.

Outcomes for children require improvement

The pre-school is currently implementing a system to track children's progress; this will enable the management team to analyse any differences in the progress made by different groups of children. There is regular verbal sharing of information with parents. However, further work is needed to gather information about all children's learning and development at home to inform the staff's assessments of children. The pre-school has established links with the nearby primary school. This ensures that children are emotionally well-prepared when they move on to the next stage in their learning.

Setting details

Unique reference number	133702
Local authority	Oxfordshire
Inspection number	1027058
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	24
Name of provider	Woodcote Pre-School Group Committee
Date of previous inspection	15 September 2014
Telephone number	01491 682300

Woodcote Pre-School opened in 1966 and registered with Ofsted in 2001. It operates from the village hall in Woodcote, a small village north of Reading, Berkshire. The pre-school is open from Monday to Friday from 8.30am until 3.30pm during school term times. It provides free early education for children aged two, three and four years. There are currently 24 children on roll, all of whom are in the early years age range. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The pre-school employs five teaching staff; of these, four hold a relevant early years qualification.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

