

Potton Woodentops

The Hollow, Biggleswade Road, Potton, Beds, SG19 2LU



Inspection date	11 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff competently use purposeful teaching methods. They provide a range of experiences that meet children's individual needs and build on their interests.
- Staff work in a commendable manner with other professionals who support children. They compile informative reports and carefully follow any guidance provided. Their meticulous attention to working with supportive agencies ensures that disabled children and children with special educational needs make rapid progress in their learning.
- Leadership is strong. The ambitious owner/manager and her team have made significant improvements since registration. The commitment to continuous development is evident. Staff take part in the comprehensive self-evaluation and devise detailed action plans to help their ongoing improvement.
- Staff support parents well in extending their children's learning. Home visits and stay and play sessions form part of the settling-in process. These help children to form trusting relationships with their key persons. Staff complete informative diaries and meet regularly with parents to review children's progress.
- Children make good progress in their communication and language skills. Older children demonstrate a broad vocabulary and engage in meaningful conversations. Staff attend training courses and introduce programmes that help to support children's communication development.

It is not yet outstanding because:

- Occasionally, staff do not spend as much time as possible engaged with the children as they are distracted by practical tasks.
- Staff do not make the best use of the opportunities for learning for children when playing outdoors.

What the setting needs to do to improve further

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

- review the structure and organisation of the day to provide increased opportunities for interaction and teaching and learning
- extend opportunities for children to continue their learning when playing outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed the activities that had been undertaken during the morning session with the manager and reviewed her findings.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the setting. The inspector looked at evidence relating to staff's qualifications and training, induction and supervision, as well as appraisals.
- The inspector read the self-evaluation documents provided and discussed with the manager how she and her staff evaluate their practice.
- The inspector reviewed the setting's webpage and the information that it contains.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff give child protection a high priority in all areas of practice. Staff know the signs and symptoms for concern about children's welfare and how to report them. Staff supervise children carefully to make sure that they are safe in all areas. The manager reviews all accident records to check for hazards and risk assessments are completed. A detailed complaints process and log is maintained. The manager uses robust performance management, including observations and supervision, that helps staff to review their practice. Staff are committed to their own development and attend training frequently. They have broadened their knowledge considerably in several areas. For example, training in letters and sounds has helped to enhance teaching for literacy. Another course aimed at managing feelings and behaviour means that staff are more equipped to support children's personal and social development. Recruitment and induction are robust with clear procedures followed.

Quality of teaching, learning and assessment is good

Children are active and develop good physical skills. They thoroughly enjoy visits from a dance teacher each week and from another visitor who carries out ball and sports activities with them. Children use mathematics as they play. For instance, they calculate how many cakes they need to make for their friends at the table and sort toys into sets, by size and shape. Children use a wide selection of materials to help them to write and draw. They welcome visitors to the setting, such as a professional group with animals and birds, who use puppets to tell them stories. These activities help to enrich their interest in literacy. Children use technology, such as torches in the 'dark den'. They compare those that require batteries with those that wind up. Staff help children move confidently on to other settings. They arrange visits to new settings, including school, and share exceptionally detailed information to aid consistency in learning.

Personal development, behaviour and welfare are good

Children move eagerly between activities in the welcoming environment. They demonstrate clear motivation to take part in activities by themselves or with others. Children understand that there are rules and the reason for them. For example, they eagerly explain the limit on people allowed inside the 'dark den' at one time. They know the reason for walking and not running indoors and the importance of treating others nicely. They show a good awareness of safety and social awareness. Children become aware of why it is important to have a healthy diet. Each week they sit together and choose healthy snacks for the following week, using photographs of healthy foods.

Outcomes for children are good

All children, including disabled children and children with special educational needs, make steady or good progress given their starting points. The manager reviews children's progress closely to ensure that any gaps in the attainment of children are closed. She assesses the information gathered by staff using focused observations and assessments. This helps to ensure that children acquire and practise the skills needed for the next step in their learning, including school.

Setting details

Unique reference number	EY478548
Local authority	Central Bedfordshire
Inspection number	983663
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	20
Name of provider	Anne Jacqueline Noakes
Date of previous inspection	Not applicable
Telephone number	01767260471

Potton Woodentops was registered in 2014. The provision employs nine members of staff. Of these, eight hold appropriate early years qualifications at level 3, level 4 or level 5. The owner/manager has Early Years Professional status. The provision opens each Monday to Friday in term time only. Sessions on Monday, Wednesday and Thursday are from 8.45am until 3.45pm. Sessions on Tuesday and Friday are from 8.45am to 1pm. Every session has an optional lunch club. The provision provides funded early education for two-, three- and four-year-old children. The provision provides care for children who are disabled and children with special educational needs.

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