

Inspection date	3 February 2016
Previous inspection date	14 October 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The well-qualified staff have an astute understanding of how children learn and accurately assess their development. This helps them to provide a range of highly stimulating experiences that meet children's individual needs and offer levels of challenge that inspire them to learn.
- Leadership is exceptionally strong. Self-evaluation makes a significant contribution to ongoing development. Staff use highly effective methods, including questionnaires, to obtain and collate the views of parents and children, and use these to drive improvement.
- Staff implement a wealth of ideas to promote a shared approach with parents towards children's care. Parents receive full details of children's individual learning plans and next steps for development, helping them to continue activities at home. Staff encourage them to share their findings. This helps to extend children's learning considerably.
- Children play a key role in their day. They have excellent opportunities to express their opinions, guide their own learning and develop confidence. They eagerly use cameras to record their achievements, as they play and learn, and to photograph their favourite or least favourite activities.
- Staff work in a commendable manner with other professionals involved in supporting children. They share exceptionally detailed information and carefully follow any guidance. Their meticulous attention to working in partnership with support agencies and parents ensures that disabled children and those with special educational needs make rapid progress in their learning.
- Staff complete comprehensive risk assessments. They carry out regular and thorough reviews of accident information, using these to help them to minimise risk for children.

What the setting needs to do to improve further

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

- explore further innovative methods and ideas to engage parents even more in their children's early mathematical development.

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 completed a joint observation with the manager and discussed their findings.
- The inspector held a meeting with the manager, deputy manager and nominated person. She looked at relevant documentation, such as policies and evidence of the suitability of staff working in the provision, staff training and supervision.
- The inspector spoke to a number of parents during the inspection, in person and by telephone, and took account of their views.
- The inspector reviewed the self-evaluation documents provided and discussed evaluative practice with the manager, deputy manager and nominated person.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager, staff and committee give child protection a high priority in all areas of practice. They continuously review their policies and systems to incorporate new legislation and guidance. The manager applies an insightful programme of performance management, contributing significantly to the exceptionally strong quality of practice. For example, peer observation is used highly effectively to inform and drive a sharply-focused training plan. This has recently resulted in targeted training around nurturing children's emerging mathematical understanding. It has also led to an identified aim of exploring further ways to help parents engage in this aspect of their children's development. Procedures for staff recruitment and induction are particularly strong. New staff are supported extremely well through comprehensive mentoring arrangements and a meticulous probation programme. This helps to ensure that the high quality of staff's practice is maintained. Staff are deeply committed to their own professional development and attend a vast range of training courses.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate exceptionally high quality teaching. They complete astute reviews of children's progress and efficiently highlight and address any weaker areas in their learning. Staff provide opportunities for children to investigate, significantly enhancing their eagerness to learn. Staff include real flowers and plants in the role-play garden centre, for instance, and plan stimulating ways for children to explore mathematics and writing. For example, children measure the lengths of different vegetables using coloured blocks. They write menus and calculate how much items cost in the garden centre. They use graph paper to design buildings in the extensive construction area outdoors. Staff help to prepare older children exceptionally well for their move on to school. They provide small-group activities which focus, for instance, on sounds and letters. They use home-link topic books to enable parents to continue this preparation for school.

Personal development, behaviour and welfare are outstanding

Staff give extensive support to parents and children during settling-in periods. As part of this, they provide information packs, a home visit and a series of short visits to the setting. Staff offer rich, varied and imaginative experiences for children, both indoors and outdoors. The exceptionally stimulating outdoor area gives children abundant opportunities for active play. Children freely explore a wealth of natural materials. They plant fruit bushes and vegetables, in a large area dedicated for gardening, which they later pick, prepare and cook. They help to make fruit salad for snacks following simple recipes, extending their cafe play. Children gain an excellent understanding of how to maintain good health. They develop a superb awareness of their own behaviour and discuss this each day. Staff focus on a different value every month, such as kindness, to help children consider how they behave towards others.

Outcomes for children are outstanding

All children, including disabled children and those with special educational needs, make rapid progress in their learning. They are exceptionally well prepared for school.

Setting details

Unique reference number	EY368209
Local authority	Central Bedfordshire
Inspection number	849702
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	34
Number of children on roll	65
Name of provider	The Woodlands Pre-School and Extended Care Committee
Date of previous inspection	14 October 2008
Telephone number	01462 811486

Woodlands was registered in 2008. The provision employs 14 members of staff. Of these, 13 hold appropriate early years qualifications at levels 3 or 4, and one holds Early Years Professional status. The provision opens Monday to Friday in term time, from 8am to 5.30pm. Pre-school sessions are from 9am until 12 noon, and from 12.10pm to 3.10pm. There is a lunch club for those children who attend all day. The provision offers before school sessions from 8am to 9am, and an after-school club from 3.10pm to 5.30pm. The provision offers funded early education for two-, three- and four-year-old children and provides care for disabled children and those with special educational needs.

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