

# Woodcot Community Pre-School



Woodcot CP School, Tukes Avenue, Gosport, Hampshire, PO13 0SG

## Inspection date

22 March 2016

Previous inspection date

8 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager and staff establish strong partnerships with parents and share good information about children's well-being and learning. For example, staff invite parents into the setting to share their children's progress and pre-school experiences.
- Staff listen carefully to what children have to say. For example, they show an interest in their home lives and value their opinions. Children grow in confidence and happily express their views and thoughts.
- The staff know each child well. They observe the children's development closely, and plan effectively to move them on to their next stage in learning. Children make good progress from their individual starting points.
- The manager and staff evaluate the quality of provision and their practice well to drive continuous improvements in the quality of children's care and learning.
- Staff are clear and consistent about how they expect children to behave, and children behave very well. Staff are kind and patient, and teach children how to share and consider each other's needs.

### It is not yet outstanding because:

- Staff do not always plan group activities effectively to ensure that they fully engage and suit all children taking part.
- Occasionally, staff interrupt children's flow in learning by strictly following routines. This does not always give children time to explore and develop at their own pace.

## What the setting needs to do to improve further

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

- strengthen the organisation of group activities to suit the needs of all children more effectively, particularly the younger ones
- review the organisation of daily routines, to allow children enough time to play with their chosen activities and fully explore and develop at their own pace.

### Inspection activities

- The inspector observed teaching practices and the impact this had on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The manager shows strong leadership and supports staff's personal development well. The staff have regular meetings with the manager to identify aspects of their practice to develop further and access relevant training. For example, from recent training, staff have introduced new ideas to develop children's communication skills, such as running small-group sessions. The manager and staff monitor and track children's progress closely and any gaps in development are quickly identified and acted on. Safeguarding is effective. All staff attend safeguarding training and have a good understanding of how to deal with any child protection concerns.

### Quality of teaching, learning and assessment is good

The staff plan a wide variety of challenging experiences, ensuring the children have fun and, overall, are engaged in their learning. For example, children enjoy using weighing scales to measure sand and concentrate as they add and 'take away' with spoons. The staff know how to develop children's play positively and how to help them achieve. They consistently promote children's language very well and use successful strategies. For instance, staff praise children's speech, teach new words and show them how to speak in full sentences.

### Personal development, behaviour and welfare are good

The staff provide a welcoming and stimulating environment where children are happy and at ease. Staff are very caring and attentive to children's needs. They settle-in the children well and form strong bonds with them. For example, children clearly enjoy cuddles with staff and are keen to include them in their play. Children receive warm praise and encouragement throughout their play and take pride in their achievements. Children develop good social skills and work well together, for example, when making meals for their friends in the role-play cafe. Children develop a strong sense of independence. For instance, they choose when to play in the very well-equipped outside play area and are supported to dress themselves.

### Outcomes for children are good

All children make good progress in all areas of their learning. Children count with confidence and use mathematical language during their play. They show good control as they use small tools, such as paint brushes, and pay attention to detail. Children develop a secure understanding of letters and sounds, and develop good early writing skills, such as when drawing pictures. There are enjoyable, physical challenges indoors and outdoors. For example, children enjoy daily physical activities and develop skills, such as running and throwing. Children are very confident communicators and quickly gain the skills needed for their next stages in learning.

## Setting details

<b>Unique reference number</b>	507948
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	842264
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Woodcot Community Pre School Committee
<b>Date of previous inspection</b>	8 November 2011
<b>Telephone number</b>	01329 288113

Woodcot Community Pre-School registered in 1999. It is located within the grounds of Woodcot Primary School in Gosport, Hampshire. The pre-school is open on Mondays to Thursdays from 8.45am to 3.15pm and on Fridays from 8.45am to 12.15pm, during term time only. The pre-school employs six staff, five of whom hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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