

Woodlands Pre-school

C/O Charter School, Wood Lane, Chippenham, Wiltshire, SN15 3EA



Inspection date	21 September 2016
Previous inspection date	12 September 2012

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

- Managers and staff have high expectations of what children can achieve. They provide a wide range of stimulating and challenging activities that children are eager to explore. All children make good progress from their initial starting points.
- Managers and staff are good role models. Children behave well and quickly develop an understanding of right and wrong. Children are kind, tolerant and encouraged to share toys and equipment.
- Partnerships with parents are good. Parents receive regular feedback about their children's progress and of how to guide this learning at home. Parents comment that they are very happy with the care and learning that their children receive.
- Managers are committed to continuous improvement of the pre-school. They regularly review and evaluate their practice, and all previous recommendations have been met. They have maintained their good quality teaching to help support children's good outcomes.

It is not yet outstanding because:

- Managers and staff are not consistent in helping children to develop their understanding of mathematical concepts and language to the highest possible level.
- At times, managers and staff do not give children enough opportunities to fully develop their independent thinking and experiment freely during creative activities.

What the setting needs to do to improve further

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

- use all opportunities to help children further develop their understanding of mathematical concepts and language
- provide more opportunities for children to express their own thoughts and independent ideas during creative activities.

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 sampled a range of documentation, including attendance records, accident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with one of the pre-school managers.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are confident about how to record and report concerns regarding a child's welfare. Recruitment and induction procedures are rigorous and all staff members have a clear understanding of their roles and responsibilities. Managers have high expectations for all children. For example, they monitor and track children's progress closely, and any identified gaps in learning are closed in a timely manner. Managers and staff are well qualified and the professional development of all staff is given high priority. Staff confidently talk about the positive impact that training and regular team meetings has on their practice and on children's outcomes. Managers have established links with other professionals and schools that children will eventually attend, to help ensure continuity in care and learning.

Quality of teaching, learning and assessment is good

Staff understand that children learn in different ways. For example, they observe and assess each child's development, and use their interests to plan for their next individual learning experiences. Staff support children's communication and language development well. For example, they use complex language to talk to children about their play and model new words, such as 'seahorse' and 'plankton'. Children delight in taking part in sensory experiences. They giggle as they use their hands to explore the texture of wet jelly. Children have lots of opportunities to develop their imaginative skills. For instance, children enthusiastically sing along as they pretend to be princesses living in a castle. Books are readily available for children and they enjoy listening to stories.

Personal development, behaviour and welfare are good

Staff give children's well-being high priority. Children build caring relationships with their key person and are happy and confident as they play. Staff effectively support children who are anxious or unsettled. Staff teach children the importance of a healthy diet and good personal hygiene. For example, children discuss healthy foods, enjoy nutritious snacks and wash their hands without prompting. Children spend time outdoors. They learn to take risks safely and develop their physical skills. They celebrate a wide range of festivals, helping them to learn about their own and others' cultures and traditions.

Outcomes for children are good

All children, including those who have special educational needs or disability, make good progress in readiness for school. They are sociable, confident and inquisitive as they play. Children's early literacy skills develop well. For example, they write for different purposes and are keen and eager to write their names on their work, and to draw using chalks outdoors.

Setting details

Unique reference number	EY376484
Local authority	Wiltshire
Inspection number	1058871
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 - 4
Total number of places	26
Number of children on roll	23
Name of registered person	Woodlands Pre-School Committee
Registered person unique reference number	RP906833
Date of previous inspection	12 September 2012
Telephone number	01249447578

Woodlands Pre-school registered in 2008 and is based on the site of Charter Primary School, in Chippenham, Wiltshire. The pre-school is open each weekday from 9am to 3pm during school terms. The Woody's Den after-school club operates from 3.15pm until 5.30pm. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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