

# Woodseaves Methodist Church

High Offley Road, Woodseaves, Staffordshire, ST20 0LF



**Inspection date** 11 January 2017  
Previous inspection date 23 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff place a high priority on organising the environment effectively. Toys and resources are creatively and imaginatively arranged and displayed to provide a highly stimulating environment, helping children to explore recent learning, practise new skills and follow their own interests.
- There are many opportunities for learning when children are engaged in conversation with staff. Staff are highly skilled in describing what is happening and modelling language as children play. They help children to develop their understanding and speaking and listening skills.
- The key-person system is effective. Parents receive good information about the progress their children make in their learning. Children develop strong relationships with staff and other children. They settle well and are emotionally secure and confident in the welcoming, nurturing environment provided by staff.
- The manager monitors children's learning. She has a good overview of the educational programme. This helps her to respond to emerging needs and prioritise learning for particular groups of children, including those who receive funded early education.

### It is not yet outstanding because:

- Staff do not make the best possible use of the information they collect about children when they start at the pre-school to better inform planning from the outset.
- Information from staff's assessments of children's learning is not always used to precisely match children's individual needs, in order to help them to make rapid progress.

## What the setting needs to do to improve further

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

- focus more precisely on using the information collected when children first start to help plan more precisely for individual children's learning
- enhance the use of information gained from assessments to focus more sharply on what individual children need to learn next to help close any gaps in their learning at a faster rate.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the chairperson of the committee and the manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at relevant documentation which included safeguarding and children's developmental records and discussed self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a robust system for recruitment, induction and appraisal. Staff are supported to keep their professional knowledge and skills up to date through supervision and attending training, benefiting children. Staff are alert to the signs that may indicate that a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare. Staff undertake daily checks to ensure any hazards are minimised or removed. The manager has high expectations of what children can achieve in their learning. She recognises the importance of continual reflection to enhance experiences offered to children.

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

Staff make frequent observations of children's achievements in their learning. They are familiar with using the information to track the progress children make. Staff reflect on children's interests and needs when they plan activities. The experienced and well-qualified staff know how young children learn. They place a high attention on ensuring there is an equal focus on all aspects of children's learning. Staff model language to sustain children's interest and promote their speaking and listening skills. Staff chat to children as they count beyond 10 using bricks. They help children to keep on trying as they gain confidence in their newly learned skill. Staff introduce mathematical language to younger children and help them to distinguish between size, supporting them to make sense of their actions as they explore further.

### Personal development, behaviour and welfare are good

Staff provide a stimulating environment that children are keen to explore. Toys and resources are arranged and displayed very well. Children make independent choices and negotiate with others to decide what they want to play with and learn to respect each other's opinions. Children have the opportunity for physical play in a large outdoor area. Staff skilfully name and describe actions as they offer support and encouragement for children using a slide. They introduce number names and help children to listen and follow instructions. Children know and respond very well to the playgroup's routine and staff's expectations. They learn the importance of leading a healthy lifestyles and make positive choices about the food they eat. Children learn how to keep themselves safe. They walk to and from the local school where they eat their lunch. There are good, established relationships with the local school. These good working partnerships help staff to prepare children emotionally when they are ready to move on to school.

### Outcomes for children are good

The impact of the staff's good teaching skills means that children make good progress in their learning. Children grow in confidence and ability as they develop their own ideas for doing things and begin to solve their own problems. Children develop early literacy skills. Most-able children listen attentively as they learn the initial letter sounds in familiar words. Children become motivated learners and actively develop the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	EY410506
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1081806
<b>Type of provision</b>	Sessional 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>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Woodseaves Pre-School And Community Services
<b>Registered person unique reference number</b>	RP535375
<b>Date of previous inspection</b>	23 June 2014
<b>Telephone number</b>	07891328631

Woodseaves Methodist Church was registered in 2010. They employ four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. Children can also attend the breakfast- and after-school club that is operated by the pre-school staff. This operates from Woodseaves Primary School from 8am until 9am and 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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