

# Woodfield Park Pre-School

Charteris Centre, Normanton Road, Peterborough, PE1 4XE



<b>Inspection date</b>	10 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 newly appointed manager is enthusiastic and determined to offer the very best for families in the local community. She works alongside staff and together they provide a warm welcome for parents and an environment where children cannot wait to explore.
- Children benefit from teaching that is consistently good and at times, outstanding. For example, staff working with children on focused activities skilfully extend and enhance children's learning as they mix potions. Children learn about floating and sinking as they add herbs to their mixtures and predict what will happen when they give them a good stir.
- Staff model the use of spoken English effectively and this is particularly helpful for those children learning English as an additional language. They also take great delight in learning new words and phrases in children's home languages. This helps children feel secure as they get used to new routines and socialise away from home, sometimes for the first time.
- Staff have strong partnerships with parents and share information regularly about children's achievements and progress. Initiatives, such as a recent book sharing event have been successful in encouraging families to read stories with children at home.
- Children are confident and thoroughly enjoy their time at pre-school. The outside area is a particular favourite where children are free to explore the activities provided. Children are able to take small risks as they skilfully negotiate the grassed area or jump from small benches. This boosts their self-esteem and physical abilities successfully.

### It is not yet outstanding because:

- Although the manager has started to monitor children's progress, this is not yet sharply focused enough to analyse the impact of teaching for various groups of children and close gaps in learning more quickly.

## What the setting needs to do to improve further

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

- enhance the monitoring of progress made by groups of children to ensure teaching is well targeted and they achieve at the highest level possible.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Baker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff ensure the provision is secure and have effective procedures in place to prevent unknown people from accessing. They are mindful of children's safety and make thorough checks to the environment before children arrive. Staff are well trained and knowledgeable about child protection matters. They know what to look out for and who to report concerns to. Effective recruitment procedures are in place and as a result, all staff undergo thorough background checks before working with children. Staff continually reflect on their own practice and the experiences on offer at the pre-school. They attend training to enhance their skills and knowledge and benefit from a robust supervision system. This helps them to continually improve their performance and teaching. The manager recognises the importance of building strong partnerships with schools and other providers. This means children are well supported as they move to various schools in the local area and further afield.

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

Staff ensure children's experiences at pre-school are both active and fun. Children learn to count as they shovel sand into buckets or prepare enough cups and plates during snack time. They spend time hanging socks on the washing line and in doing so, begin to compare and recognise different patterns. These playful activities offer children the opportunity to develop their mathematical skills at an early age. Children are imaginative and love to replicate routines they have seen elsewhere. For example, children become engrossed as they wash up dishes in the role play area. They handle resources confidently and are able to sustain their concentration for a considerable time. Staff make good use of their observations and are skilled at providing creative learning opportunities based firmly on children's interests. For example, children are inspired by a superhero theme and consequently, are encouraged to try new things for the first time.

### Personal development, behaviour and welfare are good

Children have plenty of fresh air and exercise as they play and learn. They take full advantage of the free flow to the outside area where they can enhance their all-round development effectively. Children learn about different foods during snack time and are beginning to appreciate which ones are good for them. They behave well at pre-school and demonstrate good manners. This is because staff have consistent strategies in place to help children behave in a positive way. Children have strong bonds with their key person and happily go to any staff member if they need help or reassurance.

### Outcomes for children are good

Children are settled, confident and familiar with all routines at pre-school. They independently find activities and toys that interest them and are keen to learn. Children listen carefully and follow instructions well. Those in receipt of extra funds benefit from time spent with a visiting teacher. All children make good progress from their starting points and develop the skills needed for school.

## Setting details

<b>Unique reference number</b>	EY490866
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1026306
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Family Action
<b>Registered person unique reference number</b>	RP517161
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01733 893361

Woodfield Park Pre-School was registered in 2015. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 2 and level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

