

# Woodmancote Pre-School Group

Woodmancote New Village Hall, Bushcombe Close, Woodmancote, Cheltenham, Gloucestershire, GL52 9HX



## Inspection date

6 July 2017

Previous inspection date

30 June 2015

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| 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 requires improvement. It is not yet good because:

- The provider has not informed Ofsted about changes to committee members as required.
- Occasionally, staff do not recognise that quieter children are not fully involved in some activities.
- Although children benefit from planned visits to the local woodland, the arrangements for children to play in the outside area do not consistently support them to build on their interests and make choices in their learning.

### It has the following strengths

- Children are extremely well behaved. They listen intently during story time and group activities, taking part with enthusiasm and excitement. For example, when a member of staff reads a story, children recall what happens next.
- Children make good progress in relation to their starting points. Children are highly motivated and eager to learn. They enjoy making their own choices and taking part in an interesting range of activities.
- Staff provide a caring environment and this helps children to grow in confidence and feel safe in their care. Children form close attachments with the staff.
- Partnerships with parents, carers and other early years settings that children attend are good. Staff regularly share information with parents, including through daily verbal communication.

## What the setting needs to do to improve further

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

- use more effective ways to encourage quieter children to become fully involved and engaged in the activities provided
- review routines so more opportunities are provided for children to explore and investigate outside play, in particular for those children who learn best outside.

### Inspection activities

- The inspector observed activities and staff interactions with children, including in the outside learning environment.
- The inspector held a meeting with the joint managers of the provision.
- The inspector had discussions with the staff, children and several parents.
- The inspector checked evidence of the suitability and qualifications of all adults working with the children.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, improvement plans and written policies and procedures.

### Inspector

Hilary Tierney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has failed to notify Ofsted about changes to the committee. However, there is no significant risk to children because the adults do not have unsupervised contact with the children and they have completed Disclosure and Barring Service checks. The two managers and staff regularly evaluate practice and identify areas for improvement. However, they did not identify that they had failed to meet requirements until recently. Staff are clear about the procedures to follow should they have any child protection concerns. They are aware of indicators that may give them cause for concern about a child's welfare. The staff closely monitor children's non-attendance. The arrangements for safeguarding are effective. The managers monitor staff performance and identify training needs effectively. Parents are very positive about the care provided and the progress their children make at the group.

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

Overall, staff meet children's individual needs effectively and complete detailed observations and assessments on their learning. Children take part in a stimulating range of activities. They enjoy water and sand play, and experimenting with what happens as they put sand in the water. Children develop a good awareness of mathematical language and have good counting skills. They count confidently during registration time and talk about numbers being more or less than another number. Children become good communicators. For example, they engage in conversation with staff about sunflowers they have grown and about how big they are growing. Children enjoy standing next to the plants and talking about whether they are bigger or smaller than the sunflowers.

### **Personal development, behaviour and welfare are good**

Children learn about healthy lifestyles. They understand about good hygiene practices, for example, washing their hands before eating and after using the toilet. Children have a good understanding about personal safety. They clearly understand the rules about how to walk across the field to their enclosed 'forest school area', such as what they should do if a dog approaches them. Children respond to praise and encouragement from staff. They understand about sharing and taking turns. Resources reflect positive images of other cultures, which helps staff support children's understanding about the world around them.

### **Outcomes for children are good**

Staff support children well in preparation for their next stages in learning. All children make good progress in their learning. They are motivated and eager to learn. They confidently use tools, such as scissors during craft activities. Children develop their early writing skills. They enjoy making marks on the pavement with brushes and water, painting and drawing. Children are keen to explore and use their imagination. For example, they play in the 'forest school area' and find 'magic beans' and stand back and pretend to watch them grow.

## Setting details

|  |  |
|--|--|
| <b>Unique reference number</b>                   | 101654                                 |
| <b>Local authority</b>                           | Gloucestershire                        |
| <b>Inspection number</b>                         | 1088863                                |
| <b>Type of provision</b>                         | Full-time 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>                    | 26                                     |
| <b>Number of children on roll</b>                | 54                                     |
| <b>Name of registered person</b>                 | Woodmancote Pre-School Group Committee |
| <b>Registered person unique reference number</b> | RP519941                               |
| <b>Date of previous inspection</b>               | 30 June 2015                           |
| <b>Telephone number</b>                          | 07593254049                            |

Woodmancote Pre-School Group registered in 1994. The pre-school is open each weekday during school terms. On Monday and Wednesday sessions are from 9am until 12.30pm. On Tuesday, Thursday and Friday the pre-school is open from 9am until 3pm. The provider receives funding for free early education for children aged two, three and four years. There are six staff who work with the children, of whom one member of staff holds early years professional status and two hold childcare qualifications at level 3.

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