

Woodley Pre-School

Cupernham County Junior & Infants School, Bransley Close, ROMSEY, Hampshire,
SO51 7JT



Inspection date

Previous inspection date

14 July 2017

7 May 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		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders do not have a secure understanding of their roles and responsibilities in the management of the pre-school. They have failed to provide Ofsted with the necessary information required to check the suitability of all members of the committee.
- Leaders have not obtained an enhanced Disclosure and Barring Service check for all committee members. However, committee members do not work with the children and are never left unsupervised. This significantly reduces the impact on children's welfare.
- Staff do not consistently plan group activities well enough to encourage all children, particularly the youngest, to take part and fully develop their learning.

It has the following strengths

- Children build good relationships with staff who are kind, caring and attentive to their needs. Children settle quickly into the pre-school, and are happy, self-assured and confident in their interactions with staff and with each other.
- Staff use additional funding that the pre-school receives to accelerate children's learning. For instance, improvements to the outside play area help those children who prefer to learn outdoors to develop good personal, social and emotional skills.
- Staff support children who have special educational needs and/or disabilities well. They work successfully with parents and other healthcare professionals to implement effective joint-working practice. This help to promote good levels of consistency and continuity in care and learning, for all children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ provide Ofsted with the necessary information required to check the suitability of all members of the committee	17/07/2017
■ ensure that an enhanced Disclosure and Barring Service check is completed for all members of the committee.	31/07/2017

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

- strengthen the organisation of group activities to encourage all children to take part and develop their learning.

Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outside.
- The inspector spoke to staff and children at convenient times during the inspection.
- The inspector spoke to a small number of parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff and committee, confirmation of staff training, recruitment procedures and nursery policies, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.
- The inspector carried out a joint observation with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders have failed to provide Ofsted with the necessary information needed to check the suitability of all committee members. Furthermore, they have not ensured that all new committee members have completed the required enhanced Disclosure and Barring Service checks. However, the impact on children is minimised because the committee does not have any unsupervised contact with children. All staff, including the manager, know how to report any children protection concerns. Safeguarding is effective. The manager monitors the quality of the setting, children's progress and staff knowledge and skills. She reviews any staff training needs and helps to raise the quality of teaching consistently. For instance, staff use new strategies they have gained to successfully support children's positive behaviour.

Quality of teaching, learning and assessment is good

All staff are qualified and use their knowledge and experience to plan for children's learning well. Children are motivated in their learning. Staff capture opportunities in children's self-chosen play, to build on what they know and can do well. For instance, when children play hopscotch, staff teach them to recognise the numbers that they jump to. When children are able to do this, staff help them to think about what numbers are beyond 10, and children draw and number new squares confidently. Staff effectively observe, assess and plan for children's learning. They keep a close check on the progress children make. Where they identify gaps in learning, they plan precisely to close these gaps quickly.

Personal development, behaviour and welfare require improvement

Weakness in the leaders' understanding means that children's safety and welfare are not fully promoted. Staff supervise children appropriately. They use risk assessments to identify and minimise any potential hazards, to support children's physical well-being. Occasionally, staff do not consider the differing needs of children. For instance, at group times, some younger children are not supported in learning how to take part in activities, to develop their skills fully. Staff help older children to learn to be independent, in readiness for their move to school. For instance, children learn to serve themselves snacks, pour drinks and tidy away their own plates and cups at snack time.

Outcomes for children are good

Children make good progress, and gain skills that prepare them well for their future learning, including their move to school. Older children are confident communicators, they develop positive attitudes to their learning and are keen to learn. They gain good social skills, they play cooperatively with other children, share ideas and learn to value the needs of their friends well. For instance, children play outside and work together to develop their imaginative play. They share ideas about how they can find 'hidden treasure' as they follow clues on their map.

Setting details

Unique reference number	EY271494
Local authority	Hampshire
Inspection number	1091805
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	60
Name of registered person	Woodley Preschool Committee
Registered person unique reference number	RP904089
Date of previous inspection	7 May 2015
Telephone number	01794 512396

Woodley Pre-School registered in 2004. It is managed by a voluntary committee, and located within the grounds of an infant school in Woodley, Hampshire. The pre-school is open each weekday during term time, from 8.50am to 3.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. All of the 10 staff who work with the children hold relevant qualifications at level 3.

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.

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