

# Woodchurch Windmills & Fun Club



Woodchurch C of E Primary School, Woodchurch, ASHFORD, Kent, TN26 3QJ

## Inspection date

6 September 2017

Previous inspection date

6 May 2015

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

- Relationships between staff provide good role models for the children and influence their good, caring and considerate behaviour towards one another.
- Staff effectively enhance children's communication and language skills. For example, they clearly emphasise key words throughout their interactions and use clear visual signs to help children's understanding and speaking skills. All children make good progress in their learning from their starting points.
- Partnerships with parents are strong and staff use various ways to engage and involve parents effectively in the nursery and their children's learning.
- Children are happy and confident in their pre-school and show they feel secure in the environment and staff care. For instance, they talk confidently about their own experiences to both staff and their friends.
- Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which is rich in positive cultural images and dual-language text, including books and role-play resources.

### It is not yet outstanding because:

- Sometimes, staff miss opportunities to support children's growing independence and self-help skills, as staff undertake tasks that children could do themselves.
- Staff do not provide children with consistent opportunities to support their growing understanding that print carries meaning.

## What the setting needs to do to improve further

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

- make the most of opportunities to consistently support children's growing independence
- extend existing opportunities for children to see and understand that print carries meaning.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development successfully. For example, staff have increased resources and opportunities for children to enhance their understanding of the world effectively. The manager accurately evaluates the provision. She includes the views of staff, parents and children to help identify areas for further improvement. For example, staff have introduced a parent information board to more accurately inform parents of what the children have been doing as a group throughout the session. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of current legislation. The manager continually improves the quality of staff practice. For example, she organises relevant training and individual support to keep staff knowledge and understanding up to date and effectively keep children safe.

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

Staff gather information from parents about children's interests and development at home. They use this to help them build on children's learning experiences. Staff accurately assess individual children's levels of development and effectively plan for their next steps in learning. Staff understand what children know and how they can further support children's development. For example, as children enjoy creatively exploring natural materials in the role-play kitchen, staff effectively encourage them to consider mathematical concepts, such as size, quantity and different positional language. Staff effectively help to enhance the children's understanding of the world. For instance, they give clear explanations about how plants and fruits have grown over time and what they need to grow effectively.

### Personal development, behaviour and welfare are good

Children know what is expected of them and follow the clear rules that they have helped to set. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. Staff help children to develop their awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and engage children in conversations about healthy food and exercise choices. The key-person system works well and relationships between staff and children are strong. Staff are sensitive, stimulating and responsive to children's needs.

### Outcomes for children are good

Children develop the skills needed for their future learning and move to school. For example, they play and explore cooperatively together. They confidently communicate their needs, ideas and views within their play experiences. For example, older children negotiate what large, movable equipment they need for a physical challenge that they create together. Children are enthusiastic and motivated in their learning.

## Setting details

<b>Unique reference number</b>	EY420400
<b>Local authority</b>	Kent
<b>Inspection number</b>	1094613
<b>Type of provision</b>	Full-time 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>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Woodchurch Windmills & Fun Club
<b>Registered person unique reference number</b>	RP530300
<b>Date of previous inspection</b>	6 May 2015
<b>Telephone number</b>	0123 386 0072

Woodchurch Windmills & Fun Club registered in 2010. It operates from a mobile classroom in the grounds of Woodchurch CE Primary School, in Woodchurch, Kent. The pre-school opens each weekday from 8.30am to 5.30pm, during term time only. The pre-school employs five staff, all of whom hold a relevant early years qualification. The pre-school receives funding for free early education for children aged two, three and four years.

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