

Woodford Community Pre-School



Methodist Church, Greenway Avenue, Plymouth, PL7 4RR

Inspection date

28 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children develop very competent language and communication skills. They confidently interact with their friends, across all age groups and staff, to share ideas and express themselves. For example, at morning circle time, older children describe recent visits to places of interest.
- Staff are positive role models. Their caring nature and sensitivity to children's needs contribute to a calm atmosphere where children are motivated to play and explore, with good levels of concentration. Children behave well.
- Partnerships with parents are effective. Staff exchange learning information with parents, offering them the opportunity to contribute to the targets they set children, as well as develop consistent arrangements to support children.
- Self-evaluation is effective. The manager seeks the views of parents and staff to identify areas for improvement, which supports good outcomes for children. For example, to create more interesting spaces for children to explore in the outdoor area.

It is not yet outstanding because:

- Procedures to share information about children's targets among staff are not fully effective, so all staff are able to support children's individual learning needs as well as they can.
- Staff do not make enough use of organised activities to support the most able children's mathematical skills, especially to make simple calculations.

What the setting needs to do to improve further

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

- develop information sharing procedures further to ensure all staff are aware of how they can maximise support to meet children's individual learning needs more consistently
- make better use of organised activities to support children's mathematical skills, especially calculating.

Inspection activities

- The inspector observed children playing independently, with friends, with staff and in different learning environments.
- The inspector considered the views of staff, parents and children through discussions held at appropriate times during the inspection.
- The inspector completed a joint observation with the manager of an organised activity and discussed with the manager about how she supports staff's individual practice.
- The inspector held a meeting with the manager to discuss how she organises staff and works with them to plan experiences for children's progress.
- The inspector sampled a range of documents, including children's development records and staff suitability checks and qualifications.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are familiar with how to identify potential signs and symptoms that may indicate children's welfare is at risk. They keep their knowledge of child protection up to date, so they can report any concerns promptly. The management team follows effective procedures to recruit new staff safely, ensuring they undergo suitable vetting checks. The manager supports staff well. She meets with them regularly to monitor their individual practice and identify potential training needs. All staff keep their skills up to date. For example, they attend training about how they can further support children who have special education needs and/or disabilities. The team works well with other settings that children attend. They exchange information relating to development targets, which effectively supports children's all-round needs.

Quality of teaching, learning and assessment is good

The manager and staff organise a good range of experiences for children to enjoy each day. Staff interact well with children to extend their interests and build on their skills. For example, as children examine ice formed in the garden, staff encourage them to think about its textures, such as being freezing cold or sharp when broken. The manager monitors children progress well. She works with key staff members to identify and support any gaps. Staff complete ongoing observations and assessments of children's progress. With these and their good knowledge of children, staff encourage children to make good progress in relation to their starting points.

Personal development, behaviour and welfare are good

Children are confident, happy and enthusiastic to attend pre-school and show they feel secure in their surroundings. For example, on arrival, they immediately select their favourite activity and busy themselves as they play and learn. Staff build on these feelings of security well, such as praising children for their achievements and listening to their thoughts and ideas. Staff encourage children to learn to be independent. For example, older children dress themselves for outdoor play and younger ones learn to use the toilet independently to build on their self-care skills, closely supported by staff.

Outcomes for children are good

Children enjoy experiences across all areas of learning and develop skills to help prepare them for their eventual move to school. Children benefit from opportunities to develop their literacy skills. They practise using equipment, such as pens and pencils, to make marks and develop very early writing skills. Some older children learn to form letters to write their name. Children learn how to express themselves well, such as through singing and learn the sounds letters make, to build on their literacy awareness even further. Children are curious and investigative. For example, as they fill pots with soil, they talk to staff about how seeds grow, building their knowledge of nature.

Setting details

Unique reference number	EY493636
Local authority	Plymouth
Inspection number	1025928
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	46
Number of children on roll	52
Name of registered person	Woodford Methodist Pre-School CIO
Registered person unique reference number	RP534900
Date of previous inspection	Not applicable
Telephone number	01752 337335

Woodford Community Pre-School registered in 2015. It is located in Plymouth, Devon. The pre-school is open each weekday from 8am to 3pm, during term time only. There are 13 members of staff. Of these, one holds an appropriate early years qualification at level 2, nine hold level 3, including the manager, and one holds level 6. The pre-school receives funding to provide free early education for children aged two, three and four years.

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