

Woodley Pre-School

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



Inspection date

19 June 2018

Previous inspection date

14 July 2017

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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 manager has successfully addressed the actions and recommendations made at the last inspection. The required suitability checks have been completed for all committee members and the manager knows how to ensure all changes are notified to Ofsted to determine their suitability.
- Children's transitions to school are well supported. Staff have established good links with the local schools that children move on to, which contributes towards ensuring children gain skills that prepare them well for their future learning.
- Teaching is good. Staff are qualified and experienced, and plan a range of activities to support the needs of older and younger children well. All children, including those for whom the provider is in receipt of additional funding, make good progress from their starting points.
- Staff provide children with a nurturing environment and develop secure relationships with them using their well-established key-person system. This helps children to feel secure and to become confident and successful learners.

It is not yet outstanding because:

- Staff do not consistently involve parents in their children's learning, so that they can work together to help children make even better progress.
- The manager is yet to extend the monitoring of groups of children's development to analyse precisely the impact of teaching on the progress made by different groups of children.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to share more detailed information about children's capabilities on entry and for them to be fully involved in supporting children's ongoing learning and development
- enhance the monitoring procedures to analyse more precisely the impact of teaching and interventions for different groups of children.

Inspection activities

- The inspector observed the quality of teaching both indoors and outside, and the impact this has on children's learning.
- The inspector spoke to the management team, staff and children at convenient times during the inspection.
- The inspector spoke to parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff and committee, staff training, recruitment procedures and policies. She 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 is good

Safeguarding is effective. All staff have a good understanding of how to keep children safe, including from extreme views or behaviours. Staff and committee members complete robust safeguarding training to ensure they know how to identify and report any concerns about children's welfare, to keep them safe. Staff performance is monitored well by the manager. Staff benefit from training and share their knowledge with colleagues to support children's learning. For instance, staff have recently implemented small-group activities with children to build on their communication and language skills. This has had a positive impact on outcomes for children. The manager evaluates the pre-school effectively. She gains the views of children and their parents to support continuous improvement. For instance, children are asked what toys they would like and staff have used this information to provide the resources they requested accordingly.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and accurately observe and monitor individual children's learning to plan for their next steps. Staff are skilful in capturing opportunities to build on children's knowledge, following their interests. For instance, they teach older children about the different letter names and corresponding sounds they make, as children practise writing their names. Younger children develop good listening and attention skills, as staff adapt activities to meet their needs well. They help children to think through answers to questions and give them time to offer their own suggestions and ideas. For instance, staff talk to children about foods that are healthy for them, as children name different vegetables 'that make them big and strong'.

Personal development, behaviour and welfare are good

Children enjoy a variety of opportunities to develop their physical skills in energetic play. For instance, staff help them to gain good coordination skills as they practise throwing and catching balls with each other. Children are confident in being able to manage their own care needs well. For example, they can take off and put on their own shoes and boots, choose snacks and pour drinks independently, and attend to their own personal needs confidently. This helps them gain skills to support their readiness for school. Children's behaviour is good and they are kind and courteous with their friends. Staff help older children learn how to resolve any small conflicts between one another well.

Outcomes for children are good

Children have a positive attitude to learning and are confident when choosing resources from the stimulating environment. They are inquisitive and motivated learners, who enjoy taking part in new activities with enthusiasm. Older children are becoming confident in their writing and early reading skills. They are beginning to blend together different sounds of words to read simple letters confidently. Younger children gain good listening and attention skills and concentrate on activities that interest them for long periods.

Setting details

Unique reference number	EY271494
Local authority	Hampshire
Inspection number	1109584
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	58
Name of registered person	Woodley Preschool Committee
Registered person unique reference number	RP904089
Date of previous inspection	14 July 2017
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 4pm. 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 11 staff who work with the children hold relevant qualifications at level 3.

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