

Woodlands Park Pre-School Nursery Ltd

Woodlands Park Hall, Woodlands Park Road, Birmingham, West Midlands
B30 1HA



Inspection date	26 October 2018
Previous inspection date	16 April 2015

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

The provision is good

- Staff maintain a vigilant risk assessment process, indoors and outdoors, to ensure the environment remains a safe place for children. The manager deploys staff effectively to ensure that children are supervised well at all times and their individual needs are met.
- The quality of teaching is good. Staff are well qualified and know how to support children's learning. Staff complete observations of children's learning and share this information with parents. All children make good progress from their individual starting points.
- Managers provide swift intervention when children need extra help. They offer effective one-to-one support and work closely with other professionals, such as speech and language therapists. Children who speak English as an additional language catch up quickly and gain the skills they need to communicate effectively.
- The manager has high expectations for the pre-school. She works closely with staff, parents and children to evaluate the provision and identify areas for improvement. For example, she has plans to develop the outside area further to support children in learning more about the natural world.
- Snack time is utilised well as an opportunity for children to sit together and develop social skills. Staff also use these times to consolidate children's prior learning; for example, they introduce letter recognition as children look for their name cards.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are not fully developed.
- Although partnerships with parents are good, staff do not provide enough opportunities for parents to share information about their children's learning and development at home, to further complement their learning at the pre-school.

What the setting needs to do to improve further

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

- use the information gained from tracking children's progress to determine whether there are any differences in the progress of different groups of children
- provide better opportunities for parents to share ongoing information about their child's learning at home.

Inspection activities

- The inspector observed different activities indoors and outdoors, and assessed the impact these had on children's learning. The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and nominated person. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments, accident records and attendance records. She discussed the pre-school's self-evaluation with the manager.
- The inspector checked evidence of staff suitability and qualifications.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are aware of the possible signs, symptoms and indicators of abuse and neglect. They have a good understanding of wider safeguarding issues, such as how to identify children who may be at risk of exposure to extreme ideas or behaviours. Recruitment and vetting processes are robust to help ensure the suitability of adults working with children. The manager has an effective programme of supervision and professional development for staff. This has a positive impact on the progress children make and drives continuous improvement. Parents speak highly of the care and education their children receive at the pre-school.

Quality of teaching, learning and assessment is good

Overall, staff use their teaching skills well to help children to make good progress in their learning. Staff interact well during children's self-chosen play. For example, staff become willing customers in the role-play hairdressing salon. Staff support children's language skills well. They listen attentively and ask questions that encourage children to think deeply. Staff offer plenty of opportunities for children to learn new vocabulary. Children are fascinated and eager learners as staff plan activities that link to their current interests. Staff help to support children's creativity and critical-thinking skills. For example, they encourage children to use magnetic construction sets to create different three-dimensional structures. Children enjoy the sensation of feeling as the magnets pull together or push apart. Staff encourage children to count and compare size.

Personal development, behaviour and welfare are good

Children demonstrate a secure sense of belonging and emotional well-being in this inclusive pre-school. They arrive happy and eager to spend time with their friends. Children are greeted warmly and enthusiastically by the kind, friendly staff, with whom they develop strong attachments. Staff encourage children to be independent. For example, children take responsibility for hanging up their coats and bags when they arrive. Children learn to respect others' opinions and ideas. They take turns to talk during small-group time, listening politely when others speak. Staff use effective behaviour management strategies to promote positive behaviour. For example, they help children to develop negotiation skills when sharing toys. Staff offer praise and encouragement, which helps to boost children's confidence and fosters a 'have-a-go' attitude. Children develop a secure understanding of how to maintain healthier lifestyles. For example, they benefit from and enjoy frequent opportunities to play and be physical outdoors. As they eat their snack they tell visitors, 'I'm eating this because it is healthy'.

Outcomes for children are good

All children make good progress from their different starting points. They develop important skills that help prepare them for future learning, such as school. Children begin to recognise their name and spell out the letters. They are developing a love of books, stories and rhymes. Children use tools for a purpose as they design and create their favourite pizza using malleable materials. They gain independence in their self-care skills. For example, they learn to use the toilet and wash their hands independently.

Setting details

Unique reference number	509350
Local authority	Birmingham
Inspection number	10069992
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Woodlands Park Pre-School Nursery Limited
Registered person unique reference number	RP520163
Date of previous inspection	16 April 2015
Telephone number	0121 459 3227

Woodlands Park Pre-School Nursery Ltd registered in 2003. It employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 to level 3. The pre-school opens Monday to Friday, from 9am until 3.15pm, during term time.

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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