

Woodlands Early Learning Ltd

176 Segensworth Road, Fareham PO15 5EJ



Inspection date	14 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Good 2
	Previous inspection: Not applicable

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

This provision is good

- The manager is ambitious and committed to continuous improvement. She works closely with the owner and staff and parents. She values their views to help her identify further areas for development for the pre-school. As a result, they have renovated the home corner and introduced guinea pigs to the children. This has had a positive impact on the children's general well-being.
- Children are happy and confident. They have very good relationships with their key person. They arrive happy and keen to start their day. All staff interact with children in a calm and reassuring way, staying close and offering support when needed.
- Partnerships with parents, other providers and professionals are good. Information about children is shared in a range of ways. This contributes strongly to meeting children's needs and ensuring consistency in their care and learning. Parents are complimentary about the nursery and comment on how much their children enjoy attending.
- Children are eager to explore and learn. They are developing good communication skills, enjoy being physically active and demonstrate good social skills as they play with their friends.
- Staff do not fully extend children's thoughts and ideas or provide enough challenge, in particular for the older and most able children to them to make the best possible progress.
- Staff do not fully share aspects of children's differing backgrounds and cultures, including additional languages, to promote an understanding of similarities and differences between themselves and each other.

What the setting needs to do to improve further

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

- develop the quality of teaching even further to consistently provide more challenge and extend thoughts and ideas for the older and most able children, to support them to make the best possible progress
- extend the range of experiences for children to share aspects of their backgrounds, home cultures and languages, to promote a better understanding of the differences that exist between themselves each other.

Inspection activities

- The inspector held conversations with the management team, staff and children throughout the inspection.
- The inspector observed activities both indoors and outdoors to make a judgement on the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents and took account of their written views.
- The inspector completed a joint observation with the manager.
- The inspector sampled documents, including children records, policies, safeguarding information and checked evidence of suitability and qualifications of staff.

Inspector

Sarah Denman

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are knowledgeable and understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. The management team follows effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. Management make good use of opportunities to supervise the staff and monitor their professional performance. For example, the owner has invested in an on-line training subscription, which staff can access anytime to help improve their skills and knowledge. Staff implement what they have learnt to support children's learning even further. For example, staff completed training in language development which has a positive impact on children's speaking.

Quality of teaching, learning and assessment is good

Staff carefully observe children in their play and accurately assess their learning and development needs. They plan activities which build on children's interests and their next steps in learning. For example, older children have a keen interest in super hero play. Staff encourage the children to design and create new characters and support them to sound out and write their new character's names. Younger children eagerly join in play activities alongside staff who are engaged and enthusiastic. Staff demonstrate new skills to children and adapt activities successfully, to reflect individual capabilities. For instance, showing children how to pluck the petals from roses and crush them up to release their scent and how to squeeze pipettes so the water can be transferred between measuring cups when making love potions.

Personal development, behaviour and welfare are good

Children are well behaved. Staff are positive role models and help children to take turns and look after each other. They help children to feel valued and constantly offer praise that supports their self-esteem and confidence. Children learn good hygiene practices. For example, they blow their own noses and wash their hands to prevent the spread of infection. Older children learn about the importance of exercise and the effects these can have upon their bodies. For example, they enjoy taking part in tai chi sessions and discuss how it helps them to concentrate. Children have good opportunities to learn about the local community and wider world. For example, staff have introduced an eco-friendly drive to reduce the amounts of plastics being used within the pre-school. Children are learning about materials that can be recycled or re-used and older children learn how to make plastic free glitter to use when being creative.

Outcomes for children are good

All children gain a good range of skills that support their readiness for future learning. Younger children develop increasing dexterity and hand-muscle skills in readiness for when they go to school. For instance, they mould and shape play dough into different mathematical shapes, using appropriate tools. Older children listen attentively to stories and enthusiastically contribute to discussions about the story being read. All children have a keen interest in technology and enjoy exploring a wide range of programmable equipment.

Setting details

Unique reference number	EY535837
Local authority	Hampshire
Inspection number	10089890
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	64
Number of children on roll	101
Name of registered person	Woodlands Early Learning Ltd
Registered person unique reference number	RP521816
Date of previous inspection	Not applicable
Telephone number	01489 605495

Woodlands Early Learning Ltd registered in 2016. It operates from Fareham in Hampshire. The setting opens Monday to Friday 7.30am until 6pm for 51 weeks of the year. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The provision employs 12 members of childcare staff, two of who are supernumerary. Of these, eight staff hold appropriate early years qualifications, five at level 3 and three at level 2.

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