

Woodland Pals Pre-School

Kirton and Falkenham Village Hall, 65 Falkenham Road, Kirton, Ipswich
IP10 0QW



Inspection date	11 February 2019
Previous inspection date	17 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The provider does not rigorously monitor the quality of staff's teaching. She does not check that staff deliver activities effectively to fully support children's learning.
- Staff do not provide children with sufficient challenge to motivate them in playing, exploring and active learning.
- Staff do not always track children's progress accurately to ensure that they are making the expected progress for their age.

It has the following strengths

- The provider and staff build good partnerships with parents. Communication between staff and parents is good to keep parents fully informed about their children.
- Staff know the children well and talk confidently about their interests and what they like to do.
- The provider has an action plan for improvement in place. For example, she is currently introducing a new process for planning for children's learning. This is designed to improve what is being offered to children and bring about better outcomes for them.
- Children come into the setting readily. They feel safe and secure in their relationships with staff. Staff show genuine care and concern for the children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement a robust system for checking staff's practice to improve the quality of teaching and ensure that children receive consistently good-quality learning and development experiences	31/05/2019
review the individual learning needs of the children to plan and provide a suitably challenging and enjoyable experience for each child so that they make good progress	31/05/2019
assess children's learning and development precisely to identify gaps in their attainment and ensure that they are making good progress across all areas of learning.	31/05/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of a written testimonial.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management requires improvement

The provider does not monitor staff's teaching well enough to ensure that they are providing children with a good-quality learning experience. Despite this, the provider meets regularly with staff to discuss training needs. For example, one member of staff is currently studying for a level 2 qualification. Safeguarding is effective. All staff complete regular training in child protection. This helps to ensure that they understand how to report concerns. Parents appreciate that this is a small setting and describe it as 'homely'. Parents say that their children 'love coming here' and state that the staff are 'friendly and caring'. The provider seeks the views of parents before additional funding is spent, for example the early years pupil premium. However, the tracking of children's progress is not accurate to ensure that all children are making good progress.

Quality of teaching, learning and assessment requires improvement

Staff do not fully support children's learning. Children wander around and do not engage in activities because staff do not extend their learning or challenge them to persevere. For example, during a number game, staff do not help children to think about how many cubes they need to match a written numeral. Nevertheless, some interactions with children do support their interests. For example, children show curiosity about dinosaurs. Staff chat to children, encouraging them to consider what the dinosaurs would have eaten and where they would have lived. Children with special educational needs and/or disabilities are supported well. Staff enable them to fully access the activities on offer.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that staff do not offer enough challenge or motivate children. However, children are able to self-select from the range of toys and resources available. Children are happy, settled and separate readily from their main carer. Each child has a named person to take responsibility for their care and learning needs. Staff have made good links with others who provide care and learning for the children. This helps to ensure that any concerns about children can be quickly identified and managed. Staff manage children's behaviour well. They give children clear guidance about what is and is not acceptable behaviour. Children form good friendships with others and play well together. Children have daily opportunities to play outdoors. They have access to a varied range of resources to promote their physical development.

Outcomes for children require improvement

Staff do not support children well enough to ensure that they are making good progress in their learning. Despite this, children do develop the basic skills needed to be ready for school. Children manage their self-care skills relevant to their age. Some children are learning to recognise their first name when it is written. Some older children can write letters from their first name.

Setting details

Unique reference number	EY476644
Local authority	Suffolk
Inspection number	10072049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	0 - 12
Total number of places	15
Number of children on roll	42
Name of registered person	Gardiner, Julie
Registered person unique reference number	RP516250
Date of previous inspection	17 July 2015
Telephone number	07783 860097

Woodland Pals Pre-School registered in 2014. Seven members of childcare staff work with the children including the provider. Of these, five hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, for 44 weeks of the year. Sessions are from 8.30am to 3pm. Children are from birth to four years. During school holidays, the setting accepts children up to the age of 12 years. The setting provides funded early education for two-, three- and four-year-old children.

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