

# Potton Woodentops

The Hollow, Biggleswade Road, Potton, Beds SG19 2LU



<b>Inspection date</b>	26 March 2019
Previous inspection date	11 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager and staff continue to develop their practice. They complete further training and make good use of any new knowledge. They now make greater use of children's interests, for example in superheroes, to support their learning.
- Staff are well supported by the manager and senior staff. They offer children a stimulating variety of play opportunities that capture their attention and support them in making good progress in their learning.
- Staff work well with parents and support them in understanding their children's learning. For example, they talk with parents about their child's development and lend resources to use at home.
- The manager carefully monitors children's progress and has an accurate picture of areas where they require further support. Staff now offer younger children further opportunities such as singing and small discussion groups, which support them in developing their language skills.
- Children mirror the good example set by staff. They behave calmly and treat one another with kindness and respect. Staff offer them practical explanations and help them to see how their behaviour affects others.
- Not all staff consistently make the best use of the opportunities to further extend and build on children's knowledge and learning.
- Staff do not always make optimum use of opportunities to encourage children's independence and support them in developing their understanding of the relevance of healthy lifestyle practices.

## What the setting needs to do to improve further

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

- improve further staff's skills in recognising and using learning opportunities to consistently support children in developing and building on their knowledge
- extend the daily opportunities that encourage children's independence and enable them to build their understanding of the relevance of healthy practices.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager, who is also the owner. She looked at relevant documentation, discussed the pre-school's self-evaluation and viewed evidence of the suitability of staff.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

**Inspector**  
Kelly Eyre

## Inspection findings

### Effectiveness of leadership and management is good

The manager makes good use of her qualification to inform her work. She offers staff effective supervision and evaluates the work of the pre-school effectively to make continued improvements. The reorganisation of the daily routine means that staff now have increased time to interact with children. The manager knows the children well and makes good use of additional funding to help reduce any differences in learning. Arrangements for safeguarding are effective. Training and regular updates at team meetings ensure that staff are fully aware of local procedures and national guidance. They understand how to report any concerns about children's welfare. Staff work well with other professionals and childcare settings that children attend. This helps to ensure that children's needs are recognised and understood, and that their care is consistent.

### Quality of teaching, learning and assessment is good

Children use their imagination and develop their creative skills as they experiment with the resources. For example, they use wood, tyres and trays to make a 'camper van filled with food'. They learn to work together and take turns, for example, when they play card matching games. Staff make good use of daily routines as one of the ways they support children's development. For instance, during group time at the start of each session, children learn social skills as they listen to one another and participate in discussions. They communicate their ideas and staff support the development of their language, for example, through speaking clearly and making good use of sign language. Staff aid children in developing the physical skills that support them in writing. Children develop their small-muscle skills as they select small pieces of wood and other craft materials. They use their larger muscles as they manipulate coloured dough and use the pump mechanism on the water dispenser. Children acquire skills in maths as they play. For example, they sort objects according to weight and size.

### Personal development, behaviour and welfare are good

Staff use the key-person system well to work with parents. They gather clear initial information, for example, during home visits, so that they understand children's needs. They build on their knowledge as they continue to exchange information with parents. Children settle well and build secure relationships with staff. They have good opportunities that aid them in developing their physical skills and understanding of safety. For example, children using the slide learn to climb and balance. They understand it is important to allow space for other children to climb the steps and slide down. Children thoroughly enjoy reviewing their assessment records. They eagerly remember past activities and are proud when they note the progress they have made. This helps children understand their own learning and builds their confidence and positive attitudes.

### Outcomes for children are good

All children make good progress from their starting points and develop essential skills in readiness for school. Children competently select resources and organise their play. Staff support them in communicating with one another. This particularly aids children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, and they develop good communication and social skills.

## Setting details

<b>Unique reference number</b>	EY478548
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10076057
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Noakes, Anne Jacqueline
<b>Registered person unique reference number</b>	RP905418
<b>Date of previous inspection</b>	11 January 2016
<b>Telephone number</b>	01767261100

Potton Woodentops registered in 2014. The pre-school employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including two who have early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 4pm on Monday, Tuesday, Wednesday and Thursday and from 8am until 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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