

Woodcot Community Preschool

Woodcot CP School, Tukes Avenue, Gosport, Hampshire PO13 0SG



Inspection date	3 July 2019
Previous inspection date	22 March 2016

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

This provision is good

- The manager monitors staff performance closely and the deployment of staff is very well organised. She has high expectations for the provision and the quality of care and learning for all children. All children make good progress.
- Children come into the pre-school very happily and participate in all that is on offer. They develop secure attachments with staff, who are caring and considerate and respond well to their individual needs. This helps to nurture children's confidence and well-being.
- Staff understand how to meet children's individual needs. For example, they provide focused group activities to support older children's literacy development, such as phonics games, which help children to develop the necessary skills to make good progress with their early reading skills.
- The manager and staff have established good relationships with the on-site school, additional settings children attend, and other professionals involved in their care. They share information about children to provide continuity in their care and learning and to support the eventual move to school.
- Children learn about the effect of physical activity on their bodies and why drinking milk is good for their bones. However, staff do not maximise opportunities to help them learn about the importance of making their own healthy choices, for example, when to wear a hat on a hot day.
- Staff do not always consider the best use of dummies, to ensure they are consistently encouraging the youngest children's speech and language development.

What the setting needs to do to improve further

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

- make the most of opportunities that occur during everyday routines for children to develop their own knowledge and awareness of making healthy choices
- review the use of dummies to encourage language development for the youngest children even more effectively and consistently.

Inspection activities

- The inspector observed practice and staff interactions with children and assessed the impact of this on their learning.
- The inspector explored the arrangements for safeguarding of children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff who work directly with children and children's developmental records of progress.

Inspector
Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

Strong management of the pre-school helps to support the smooth running of the setting. The pre-school is well organised and has detailed policies and procedures to help keep children safe. The manager involves staff in evaluating the provision at weekly meetings to inform decisions about positive improvements. She also considers the views of parents and children when making any changes that benefit those who attend the setting. Staff access a wide range of regular training to keep themselves up to date. There are robust recruitment and induction arrangements to ensure staff are suitable for their role. Safeguarding is effective. Managers and staff recognise signs that might raise concerns about a child's welfare. They have a good knowledge of the processes to follow to keep children safe and who to contact if concerned.

Quality of teaching, learning and assessment is good

Staff know the children very well. They regularly observe them at play and accurately assess their progress to help plan future activities. Support for mathematical development is good. For example, staff explore mathematical concepts with young children as they measure how far a car travels as they roll it down a ramp. Development records are shared regularly so that parents know how they can support their children's learning further at home. Parents comment that they get good feedback and can see the progress that their children are making.

Personal development, behaviour and welfare are good

Staff are good role models. They have very warm and caring relationships with the children in their care. Staff are respectful and responsive towards the children and encourage and praise their achievements. For example, staff celebrate acts of kindness with individual children and display these on the 'kindness tree'. This helps raise children's confidence and self-esteem. Children benefit from good opportunities for physical play and fresh air daily in the secure garden. They take part in a range of stimulating activities, including opportunities to explore the world around them. They grow sunflowers, plant cherry stones and look after the setting's stick insects. Children enjoy learning about similarities and differences between themselves and others, such as when playing with dolls and resources that reflect the diversity of their peers.

Outcomes for children are good

Children are extremely confident, self-assured and social. They have good communication skills, are inquisitive and express themselves freely. For example, children enjoy asking visitors questions and offer them resources so they can join in with their games. Children demonstrate independence and good hand control during routine activities, such as pouring milk during snack time. Children develop the skills needed for future learning and for school.

Setting details

Unique reference number	507948
Local authority	Hampshire
Inspection number	10072960
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	22
Number of children on roll	35
Name of registered person	Woodcot Community Pre School Committee
Registered person unique reference number	RP910863
Date of previous inspection	22 March 2016
Telephone number	01329 288113

Woodcot Community Preschool registered in 1999. It is located within the grounds of Woodcot Primary School in Gosport, Hampshire. The pre-school is open on Mondays to Thursdays from 8.45am to 3.15pm and on Fridays from 8.45am to 12.15pm, during term time only. The pre-school employs seven staff, six of whom hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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