

Inspection of Woodland Pals Pre-School

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

Inspection date: 4 October 2019

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The pre-school manager and staff provide a welcoming and nurturing environment where all children flourish. Children form good relationships with staff and their peers. Staff encourage children to keep trying and have a go at new things, to develop their resilience. For example, children enjoy being 'searching squirrels', using pincers to find alphabet letters in a tray of oats. This also provides the opportunity for them to learn about the different names and sounds that letters make.

Children behave well. They learn to take turns, play cooperatively and manage their emotions. Staff successfully promote children's communication and language. For instance, children follow the actions and sing along to favourite songs and rhymes, making links to their experiences. Staff work well as a committed and enthusiastic team. They regularly share information about children's progress and provide activities parents and carers can do at home, to support their children's learning further. Children respond positively to adults and listen to instruction well. They show high levels of control and cooperate with each other, which supports their emotional well-being.

Since the last inspection, the manager has begun to implement a new approach to monitor the curriculum and children's assessments. Her aim is to review children's overall progress to begin narrowing any gaps identified in their learning. The manager monitors staff performance and training needs to ensure all staff consistently develop their practice to a higher level. Staff use peer-on-peer observations to help them continually improve their skills day to day.

What does the early years setting do well and what does it need to do better?

- The manager has made significant improvements. She has a very clear vision for the pre-school, which is shared by the staff team. The manager and staff work together to identify strengths and areas needing development. They have plans in place to further improve learning opportunities for children.
- Children form secure attachments to staff. A well-established key-person system helps to promote children's emotional well-being. When children first start attending, staff meet with parents to find out about their child's unique characteristics, for example what they enjoy. This enables them to plan and provide activities and learning experiences based on children's interests. For instance, children enjoy using toy cars in paint to make different wheeled patterns on paper.
- Staff have a good knowledge of the curriculum. They make regular ongoing assessments of what children know and can do. Staff use this information to plan interesting experiences that move children forward in their learning. They

use existing experiences to help children acquire new knowledge. For example, children use acorns and leaves, gathered on a recent nature walk, to design and decorate a range of different play dough animals.

- Children adopt good hygiene practice as they follow daily routines and their independence is promoted well. Staff provide children with healthy, nutritious snacks. For example, children add fruit to a blender to make their own fruit juice, and chop fresh fruit and vegetables to eat at snack time.
- The manager seeks the views of staff, parents and children to help improve practice. She listens well and takes effective action. For instance, there are plans to extend resources to support children's learning at home.
- The manager ensures that funding is used to support the children who need it most. For example, staff have had specific training and resources have been purchased to support children's communication and language development.
- The manager has implemented a new approach to monitor the curriculum and children's assessment records. However, these procedures are not yet fully embedded to more precisely pinpoint children's achievement and link to future planning in order to narrow gaps in learning even further.
- While funding and training to improve children's communication and language have been secured, staff do not currently interact as effectively as possible to support children's emerging vocabulary to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff implement the safeguarding policies and procedures effectively. Staff have a robust understanding of safeguarding and child protection procedures. They know what to do and who to inform should they have any concerns about a child in their care. Staff supervise children well and check all areas of the nursery to ensure any possible risks to children are minimised effectively or removed. Staff keep their knowledge up to date by attending regular training.

What does the setting need to do to improve?

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

- strengthen further the planning and assessment procedures to precisely identify children's ongoing progress to support their learning even further
- build on strategies, including staff's interaction skills, to further extend children's vocabulary.

Setting details

Unique reference number	EY476644
Local authority	Suffolk
Inspection number	10099620
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	1 to 11
Total number of places	25
Number of children on roll	52
Name of registered person	Gardiner, Julie
Registered person unique reference number	RP516250
Telephone number	07783 860097
Date of previous inspection	11 February 2019

Information about this early years setting

Woodland Pals Pre-School registered in 2014. Seven members of childcare staff work with the children, including the provider. All staff hold appropriate early years qualifications between level 2 and level 6. The setting opens from Monday to Friday, for 44 weeks of the year. Sessions are from 8am to 4pm. The provider operates a club during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maria Blanche

Inspection activities

- The inspector completed a learning walk with the pre-school manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was carried out and evaluated by the inspector and the manager.
- The inspector spoke to children and parents during the inspection and took account of their views.
- A meeting was held between the inspector and manager. The inspector looked at a sample of documents. This included evidence of the suitability checks for staff, children's assessments, staff supervision meetings and ongoing training.

We carried out this inspection 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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