

Inspection of Woodland's Pre-School Playgroup

58 Stoughton Road, Leicester, Leicestershire LE2 2EF

Inspection date: 16 June 2021

Overall effectiveness	Good
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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

Children demonstrate a positive attitude towards learning. They are extremely eager to explore the wide range of well-planned and interesting activities set up for them. Children explore sawdust, wildflowers, and other natural materials added to water outdoors. They develop their small-muscle skills as they manipulate whisks and spoons as they play. This helps to develop their physical skills. Children are confident in making choices about how they want to learn and what to play with. For instance, they ask staff for glitter and add this to the water to investigate the change in colour and texture. They are fascinated as they run water and glitter through their fingers. Children develop their imaginations as they enjoy make-believe play. They act out scenarios with dinosaurs, bathe their 'babies' and relish making marks in shaving foam and paint.

Children demonstrate high levels of independence. For instance, they help themselves to water from the drinking station and wash their own hands before returning inside from outdoor play. Staff are good role models and children's behaviour is very good for their age. For example, children are extremely polite and show genuine care and concern for others. They share resources and respond positively to gentle reminders regarding safety and turn taking. Children engage well and develop good listening and concentration skills. This prepares them well for their future learning.

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

- The setting have made good progress since their last inspection. The management team are aware of changes that need to be notified to Ofsted. They closely monitor the progress that individual and groups of children make. This information is used to develop the curriculum and set targets for improvement to further support children's progress.
- Staff show high levels of commitment to providing high-quality experiences for children and are aware how recent events affect their emotional development. Staff have implemented morning welcome sessions. These sessions enable children to express and share their feelings and join in calming activities, such as yoga and moving to music.
- Staff plan exciting and stimulating activities for children to build on their learning and experiences. For instance, children visit and spend time in the nearby woodland area. They learn about wildlife, discover how things grow and enjoy searching for bugs and insects. These activities inspire children's curiosity and help them learn about the world they live in.
- Staff are particularly skilled at modelling language and teaching children new words. For example, during a water activity they talk about evaporation, potions, and segments. Staff routinely repeat what children say before responding, to

model the correct pronunciation of sounds. Children develop good speaking skills and express themselves confidently.

- Staff know the children well. They complete regular observations of what children can do. Staff assess children's progress and quickly identify any delay in children's learning. However, they do not always make the most of information gained from children's assessments, to help focus even more precisely on what each child needs to learn next.
- Children who are learning English as an additional language are supported well. Quiet spaces are provided for children to listen to stories or for specific teaching, such as small-group activities. Staff make good use of these focused activities to support children's communication and language. They also use this time to help children to develop their concentration skills and engagement with others.
- Children with special educational needs and/or disabilities and those who receive funding make encouraging progress. Partnerships with other professionals are effective and provide children with a joined-up approach towards the next steps in their development.
- Staff work to foster the involvement of parents in children's learning. Parents appreciate the care and time taken by staff to provide feedback about their children's activities and learning in pre-school. However, staff are not always fully effective in helping parents to support and extend their children's learning at home.
- Children have appropriate opportunities to develop their understanding of different types of technology. However, staff do not always consider ways to support children to develop an understanding of how to use electronic devices safely, particularly when accessing the internet.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their duty to protect the children in their care. They are able to talk about the signs and symptoms of abuse. Staff know how to recognise if a child is at risk. They understand the procedures for recording information and know how to report any concerns. This helps to support the welfare of children. Staff receive opportunities to update their knowledge of safeguarding issues, such as protecting children from radicalisation. Staff undertake appropriate daily checks of the premises to ensure children's safety.

What does the setting need to do to improve?

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

- support staff to make the most of information gained from children's assessments, to help focus even more precisely on what each child needs to learn next

- support staff to help children to develop an understanding of how to use electronic devices safely, particularly when accessing the internet
- improve strategies for sharing information with parents, so parents are clear on how they can support their own child's learning at home.

Setting details

Unique reference number	EY430347
Local authority	Leicester
Inspection number	10132958
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	22
Name of registered person	Your Cherubs Limited
Registered person unique reference number	RP903367
Telephone number	07852466638
Date of previous inspection	26 November 2019

Information about this early years setting

Woodlands Pre-School Playgroup registered in 2011. The playgroup employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and four at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 4pm. Wraparound care is offered from 7.45am. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken that into account in the evaluation of the setting.
- The inspector and the manager completed a learning walk around the pre-school and discussed the manager's plans and reasoning for the early years curriculum.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

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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