

Inspection of Woodley Pre-School (Reading)

Woodley Town Council, Woodford Park Leisure Centre, Haddon Drive, Woodley,
Reading, Berkshire RG5 4LY

Inspection date:

12 October 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Although there is a weakness in the leadership of the pre-school, which has an impact on the overall quality of the provision, children are happy in the setting. They confidently peg their outdoor clothing on their individual hook and place their snack ready on the shelf. Children self-register and are keen to find their friends and settle quickly into play. Children choose from a wide range of activities and have lots of opportunities to play and learn outside. They eagerly help to arrange an obstacle course, where they use skills of balance and spatial awareness. Children respond well to challenges from staff, who have a high expectation for all children to achieve well. For instance, children learn how to safely use a wide range of equipment, such as how to use woodwork tools. This is helping them to learn how to manage risks as well as acquiring new skills.

Children behave very well. They know the routines and rules for the pre-school. Children listen well to staff and learn how to settle conflicts or to help other children feel happy. They demonstrate this when they offer children a toy to play with to help them feel happier.

Due to the COVID-19 (coronavirus) pandemic, parents and carers are unable to enter the premises. Staff adapted their procedures to ensure parents are well informed about their children's learning and development. For example, through organising telephone calls and holding meetings using the outside area.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children is minimised because committee members do not have any unsupervised contact with children.
- Resources, such as 'emotional' wooden spoons, are used to help children express how they are feeling. Staff are extremely kind and caring. They support children's individual needs well and there is clearly a strong emotional bond between children and staff.
- The dedicated and enthusiastic manager and staff provide a broad and challenging curriculum, helping children to move on in their development. However, at times, their intention of what they want children to learn is too broad. For example, during some focused activities, staff do not consistently consolidate children's learning before moving the activity on to build on children's prior knowledge. This does not fully contribute to children making rapid progress.

- There is a strong focus on children's language development, which is clearly evident. Staff speak clearly and precisely, so that children, including those who speak English as an additional language, learn new vocabulary. The use of songs, nursery rhymes and story time, help all children to gain confidence with speaking. Subsequently, older children speak confidently to the inspector about their drawings and what colours they are using.
- Overall, staff encourage children to adopt good habits and routines, which contribute to their health. Children wash their hands before they eat and after using the bathroom. However, staff do not expand on this good practice to teach children about healthy eating. Additionally, they do not help children to learn about how sugary foods can cause tooth decay.
- Parents are very satisfied by the care and support staff give them and their children. They comment on how well the staff team keep them informed about their child's development, even during COVID-19. Parents receive ideas about activities they can try at home to continue and extend their children's learning. Partnerships with other settings children also attend are secure and promote consistency in children's welfare and development.
- The management team evaluate the quality of their setting and make worthwhile changes that benefit the children. For instance, improvements to the outside play area makes it more accessible to children all year round. This means children spend as much time as possible playing outside in the fresh air and this contributes well to their physical well-being. The mud kitchen gets plenty of use, as children explore what happens when mud and water are mixed. They create soup which they proudly offer to staff.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead person has a secure understanding of their role. Staff clearly know the signs of abuse or neglect, including the wider safeguarding issues. The pre-school has a clear policy in place and key contact details are displayed to support the staff if they need to make a referral. Supervision and staff meetings are used to refresh staff's knowledge as well as to identify future training needs. Safer recruitment practice is in place to ensure only suitable people work directly with children. Although Ofsted has not been informed about changes to committee members, Disclosure and Barring Service checks have been completed as part of the suitability process.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that Ofsted is notified of changes to the management committee.	26/10/2021
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To further improve the quality of the early years provision, the provider should:

- embed the curriculum intent fully and consistently to help children make more rapid progress
- expand on the curriculum to provide children with opportunities to learn about healthy eating and the risk of sugary foods on tooth decay.

Setting details

Unique reference number	EY559517
Local authority	Wokingham
Inspection number	10190572
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	40
Number of children on roll	29
Name of registered person	The Woodley Pre-School (Reading) CIO
Registered person unique reference number	RP559516
Telephone number	07773256050
Date of previous inspection	Not applicable

Information about this early years setting

Woodley Pre-School (Reading) registered in 2018 and is committee run. The setting opens Monday to Friday during term time. Sessions operate from 9am to 3pm. There are five staff who work with the children, four of whom hold relevant qualifications between early years teaching status and level 3.

Information about this inspection

Inspector

Hazel Farrant

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 setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager took the inspector on a learning walk of the setting.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.

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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