

Inspection of The Woodland Pre-School

Enderby Methodist Church, Cross Street, Enderby, Leicester, Leicestershire LE19 4NJ

Inspection date: 9 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school with enthusiasm and demonstrate they are happy as they move around choosing what they want to play with. Children develop their physical skills as they climb up and jump off the wooden pallets. Younger children chase and catch bubbles around the garden and watch them float up to the sky. They scream with delight and shout 'pop' with excitement as the bubbles land on their head.

Children relish playing with the building blocks. They tell staff they are building a house and decide to build walls and a roof. Staff extend this learning and set problems to see how tall they can make the house. Children enjoy doing this and balance the blocks carefully, making the house taller and using their small-muscle skills well.

Children develop their imagination as they pretend to make a cake in the 'mud kitchen'. Older children count accurately to ten as they stir and fill the bowl with soil, using spoons with control. They decide the number of candles to put on their cake and recognise numbers on pebbles to represent their age. They talk with staff about their birthday celebrations and the cake they will have at their party.

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

- Managers provide a broad curriculum, which follows children's interests. They plan activities to widen all children's language skills, including those who speak English as an additional language. For example, staff know the children enjoy singing, because of this they teach the children a new song or rhyme each week. This helps children to remember the new words to the songs, which helps to extend their vocabulary.
- Staff support children for their future learning. Children show good concentration and thoroughly enjoy taking part in story time. All children sit and listen attentively to the story about a tiger who goes through the jungle. They actively take part in the activity and shout 'there he is' as they see the tiger in the picture. Children talk about the animals they see and the sequence of the story. These skills are beneficial for children and help develop their early literacy skills in preparation for school.
- Staff help children to develop their personal skills. Children choose when they have snack and know to wash their hands before eating. They clear away their own plates and cup and learn to put their coats on before going outside. Older children zip up their coats and put on their hats and gloves independently.
- Staff support children to learn how to share and take turns. For example, they play together with their friends. They share small world toys, waiting patiently for their turn to play with a favourite train. However, on occasions, staff do not

always make their expectations clear. This means that children do not always do as they ask. For example, some older children continue to play and become boisterous and run around the room as staff ask them to tidy the toys away or line up.

- Parents do not currently enter the pre-school, due to the COVID-19 pandemic. Staff make every effort to inform parents about their children's learning through regular discussions and sending them photos of the activities their children are doing. From conversations with parents at the inspection, the parents hold the pre-school in high regard and value the staff.
- Staff use information from parents to expand on children's experiences. They provide opportunities for children to walk in the village and local woodlands. In addition, staff use these experiences to help children learn about how to stay safe. For instance they walk around the village to learn how to cross roads and invite police to talk to children about 'stranger danger'. This helps to widen children's knowledge of keeping themselves safe.
- Managers are supportive towards their staff. They provide regular supervisions and encourage staff to attend training. Managers and staff work well as a team. They are reflective in their practice and make changes to improve the learning for children. For example, they have moved the creative area to the middle of the room. Children now freely access paper, and tools and use the materials independently to create their own pictures.

Safeguarding

The arrangements for safeguarding are effective.

Managers keep their safeguarding knowledge up to date through regular training and share this information at staff meetings. Staff know and understand their duty to protect children from harm. They have sound knowledge of the signs and symptoms of abuse. Effective recruitment procedures are in place and checks are made to ensure staff are suitable to work with children. Staff complete risk assessments to identify and remove any hazards to ensure the premises are safe for children to play in. They practise fire drills with children to help them learn how to exit the building promptly in case of an emergency.

What does the setting need to do to improve?

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

- give clear messages regarding expectations of behaviour, so that all children fully understand and follow what is expected of them.

Setting details

Unique reference number	EY555671
Local authority	Leicestershire
Inspection number	10174681
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	The Woodland Pre-School Limited
Registered person unique reference number	RP555670
Telephone number	07763 740791
Date of previous inspection	Not applicable

Information about this early years setting

The Woodlands Pre-School registered in 2018 and is located at Enderby Methodist Church in Enderby, Leicestershire. The pre-school employs three members of staff of whom all hold an early years qualification at level 3 or 5. The pre-school operates from 8.30am to 3.30pm, term time only. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with one of the managers and discussed how she organises and implements the curriculum.
- One of the managers took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector so she could take into account their views.
- The managers showed the inspector relevant documentation and evidence of the suitability of the staff.
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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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