

# Inspection of Woodville Community Pre-School

Woodville Community Pre-School, Moira Road, Woodville, Swadlincote, Derbyshire  
DE11 8DG

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Inspection date: 1 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children smile, giggle and talk as they play with staff and their friends at pre-school. Children move around the well-organised pre-school rooms safely and with confidence. They understand the setting's rules. For example, they walk when they are indoors.

Children choose what they want to play with from a range of interesting toys and activities. They use toys in different ways. For example, they experiment with how cars move through dry rice. Children learn that when they have finished playing with a toy they must return it to where they got it from so that other children can play with it.

Children concentrate well and persevere. With staff support, they practise new skills, such as how to throw a ball through a basketball hoop. They discuss with staff which tool to use with the construction toys. For example, children say they are looking for a wrench to tighten the bolts on the model they are making. Children use what they have learned in group activities in their play. For example, children took part in an active physical session where they drew circles in the air using their arms. Later, children painted and drew circles as they played.

Children are developing good speaking skills. Staff encourage children to have conversations, using statements such as 'I wonder what will happen if...' and 'how can we...!'.

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

- Staff have a secure understanding of how young children learn. At appropriate times, staff support children to develop their skills or knowledge. Children are active and keen to learn from the staff.
- The partnership between the pre-school and parents is strong. Communication is regular and parents feel well informed about their children's learning. Parents praised the manager for the work she did during a recent short closure of the pre-school. Parents received activity ideas to use with their children at home so that learning could continue.
- The manager has a focus on improving children's communication, physical skills and their interest in books and reading. Home learning packs contain picture books, games and ideas for taking children outdoors. Parents are very positive about these packs. They say children look forward to completing the activities.
- Staff are polite and considerate to the children and each other. They model positive language and show kindness. Children respond well and learn from this. For example, some three-year-old children show kindness when they play with new children at pre-school.

- Committee members understand that they are responsible for guidance, support and decision-making at the pre-school. Committee members visit the pre-school regularly and the manager attends committee meetings. Communication between staff and the committee is effective.
- The manager and committee reviewed the pre-school curriculum and devised a development plan. They have increased staff access to training and improved the pre-school environment. The progress children make is evidence that the plan is effective and well targeted.
- Children with special educational needs and/or disabilities have good levels of support. Staff work with families and other professionals to make sure they meet children's needs. They provide individual activity sessions for children who need help to catch up. For example, they provide one-to-one speech and language activities. Parents say that the individual programmes have a positive effect on their children.
- Staff generally provide children with consistent messages about how to act in social situations. They provide extra support to children who need it. For example, they ask children to consider their behaviour by using a strategy that helps children to think about the correct response in different situations.
- Occasionally, staff do not respond appropriately when children display unwelcome behaviour in play. For example, a child playfully poured water over the feet of a staff member. This continued until the manager stepped in to explain to the child how this would upset people.
- Staff know the families and local area well. They have a creative approach to helping children to gain skills and understanding beyond what they experience at home. For example, children go to forest-school sessions to be physically active in a natural environment. Staff wear special clothes, such as saris, to spark interest and questions from children about the fabric, the style of the clothes, and why they are being worn. Children have Chinese food for their snack and remember that they have been talking about Chinese New Year celebrations.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff know and understand what to do if they have concerns about a child or if they are concerned about the behaviour of a colleague. Staff and committee members access safeguarding training to keep their knowledge up to date. When needed, staff work well with professionals, such as social workers, who are working with children and their families to make sure children continue to be safe. Staff take care to provide a safe environment for children to play in. They complete risk assessments and take action to remove hazards. When new staff are recruited, the procedures to ensure their suitability for employment are thorough.

## **What does the setting need to do to improve?**

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

- provide guidance to staff on how to intervene when children play in ways that are unacceptable.

## Setting details

<b>Unique reference number</b>	206910
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10212702
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Woodville Community Pre-School Committee
<b>Registered person unique reference number</b>	RP522373
<b>Telephone number</b>	01283 552299
<b>Date of previous inspection</b>	17 October 2017

## Information about this early years setting

Woodville Community Pre-School registered in 2000. It is situated in the youth and community centre in the Woodville area of Swadlincote. The pre-school employs nine members of childcare staff. Of these, the manager holds a level 6 qualification and eight staff hold appropriate early years qualifications at levels 2 or 3. The pre-school opens from Monday to Friday during school term time only. Sessions are from 9am until midday and from 12.40pm until 3.40pm. A lunch club is available. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Smith

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector carried out a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of outdoor play with the manager.
- Parents shared their views of the pre-school with the inspector.

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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