

# Inspection of Woolton Hill Preschool

The Church Hall, Woolton Hill, Newbury, Berkshire RG20 9XF

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Inspection date:

7 March 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The expectations for the curriculum and children's learning are well known, but not always achieved by staff. Children are not progressing as quickly as they could. They are not consistently challenged to reach their full developmental potential.

Children with special educational needs and/or disabilities (SEND) receive lots of individual support that enables them to settle and feel safe. However, they are not consistently supported to be included in activities to make the best possible progress.

Most children are happy, active, enthusiastic learners and enjoy being at the pre-school. They often choose to play outdoors and are motivated to explore and use the resources independently. Children concentrate well and persist with activities that interest them. For example, when they explore shaving foam, play imaginatively and use cut fruit and paint to make marks.

Children behave well and thoroughly enjoy the company of their friends. For instance, during the inspection, they played in an outdoor mud kitchen and talked together about the lettuce sandwiches they made. Children showed a great sense of achievement, when they successfully and independently made sandcastles. Children enjoy learning to count. They enthusiastically counted the number of windows in toy train carriages and the number of bricks they used to build towers.

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

- Since the last inspection, the manager has worked closely with the pre-school committee and staff to meet safeguarding requirements. However, despite the improvements that have been made to safeguarding, there are some weaknesses in children's learning and development. Staff do not receive training to further develop their understanding of how to deliver an ambitious curriculum.
- Staff know the children well and what they want them to achieve next. However, they do not always use opportunities to join in children's play to extend and challenge their learning and development. For instance, when children play independently indoors and outdoors. This includes children with SEND.
- The manager is a positive role model for staff, particularly in the way she supports and extends children's learning. However, she is not always available to observe, monitor and support staff and improve their personal effectiveness due to her role as a key person.
- Staff help children to gain the skills they need for the future. For instance, they encourage children to do as much as possible for themselves. Children self-register when they arrive at the pre-school, learn to dress themselves and wash

and dry the plates and cups they use at snack time.

- Staff patiently manage children's behaviour and adapt their approach to encourage children's cooperation. Staff support children to learn to take turns when using resources, such as the garden slide. They praise children when they create their own challenges. For instance, when children decide to go down the slide head first and enjoy repeating this activity.
- Staff communicate with children during their play and encourage them to talk and share their ideas. For instance, during story times they engage in conversation with children and build their vocabulary. Staff make picture cards easily accessible to children, which they use to re-tell stories.
- The needs of children with SEND are not always responded to in a timely way. Staff do not persist in discussing emerging concerns about children's development with parents to gain the additional support that children may need. Staff do not seek and use information from other agencies involved with children to provide continuity in their learning.
- Staff supervise children well at all times to keep them safe. This includes outings in the local community when children wear reflective jackets and hold onto a rope. Staff are vigilant about completing risk assessments of the premises, particularly as it is shared by other organisations.
- Managers use pupil premium funding well to reduce gaps in children's learning and development. For instance, the funding is used to pay an external organisation to present role play and storytelling activities each week. These activities have significantly helped to develop children's confidence to join in group activities.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager and staff have completed safeguarding training, including the 'Prevent' duty. They now have a good knowledge and understanding of child protection and their roles and responsibilities to keep children safe. The pre-school committee has worked closely with the manager and staff to review and update the setting's safeguarding policies and procedures. This includes supporting the manager in her role as designated safeguarding lead. Staff know what to do if they have a concern about children's welfare. The manager makes sure that safeguarding is part of discussions during weekly staff meetings to keep staff up to date with current guidance.

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

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

	<b>Due date</b>
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ensure staff undertake appropriate training and professional development opportunities to enable them to consistently extend and challenge all children's learning and development	08/04/2022
ensure there are appropriate arrangements in place for the supervision of staff, to evaluate and continually improve their personal effectiveness in supporting children's learning and development	08/04/2022
improve communication and partnership with parents and other agencies to ensure the needs of children with special educational needs and/or disabilities (SEND) are responded to in a timely way.	08/04/2022

## Setting details

<b>Unique reference number</b>	507954
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10210799
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Woolton Hill Pre-School Committee
<b>Registered person unique reference number</b>	RP519741
<b>Telephone number</b>	01635 254721
<b>Date of previous inspection</b>	4 October 2021

## Information about this early years setting

Woolton Hill Preschool registered 1983. It is located in Newbury, Berkshire. The pre-school opens Monday to Thursday, from 8am to 3pm, and Friday from 8am to 12.30pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six staff, including the manager, of which four hold appropriate qualifications at level 3, one holds a level 2 qualification and one is unqualified.

## Information about this inspection

### Inspector

Cathy Greenwood

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk and joint observation together.
- The inspector talked with children, staff, parents and the manager at appropriate times during the inspection.
- The inspector observed children's activities indoors and outdoors.
- The inspector discussed and observed the implementation of actions raised at the last 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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