

# Inspection of Landywood Preschool

Landywood Cp School, Holly Lane, Great Wyrley, Walsall, Staffordshire WS6 6AQ

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Inspection date: 30 June 2022

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

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

### **The provision is good**

Children and parents receive a warm welcome from the friendly manager and staff. Children happily separate from their parents and enthusiastically explore the toys and resources on offer. They form strong attachments with their key person and staff, which helps children to feel safe and secure. Children receive an abundance of praise and encouragement as they play to help boost their self-esteem and confidence. The manager and staff know the children well and plan enjoyable activities based on their interests and what they need to learn next. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

Children enjoy free access outdoors and make independent choices on the direction of their play. They have opportunities to develop their gross-motor skills, coordination and balance. For example, children have lots of fun climbing and jumping off soft-play equipment. Children benefit from regular forest school sessions at the host school where they enjoy playing at the mud kitchen and exploring the natural area.

Children have opportunities to learn about the world around them and where they live. For example, children go on outings to the zoo and take part in local community events, such as the village carnival. They learn about different cultures and festivals that are celebrated during the year, such as Diwali. This helps children to understand the diversity of the world.

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

- The manager is passionate about her role and has a clear vision for the pre-school. She is aware of the impact that COVID-19 lockdowns had on children's personal, social and emotional development. The manager and staff found that some children struggled to regulate their behaviour. Staff attended behaviour management training and use effective strategies that support children to develop a good understanding of right and wrong and learn to play amicably together.
- Parent partnerships are strong. The manager and staff regularly communicate with parents and keep them informed on the progress their children make and the care they have received. The manager seeks the views of parents to help identify where she can improve the provision even further.
- Overall, the manager and staff support children's communication and language skills well. They engage children in conversations and give them time to express their ideas and opinions. Staff are skilled at weaving in learning opportunities as children play. For example, children enjoy searching for toy zoo animals in sand. Staff encourage children to count the legs of the animals and describe how the

sand feels beneath their fingers.

- Children learn good hygiene practices, such as washing their hands before eating and after using the toilet. Staff encourage children's independence, such as pouring their own drinks at snack time. Staff are attentive and offer help if needed. However, the snack time routine is a little chaotic. Staff do not always promote this time well enough as a social occasion and some children are unsure what they should be doing.
- Children are encouraged to develop a love of books. Staff read books with enthusiasm, use props and encourage children to participate in the story. Children use their imagination in the role-play area. They concentrate as they use their fine-motor skills to dress dolls and pretend to cook toy food.
- Staff provide children with enjoyable opportunities to make marks and develop their early writing skills. They use paintbrushes and water to make marks on the floor and enjoy painting pictures. Children enjoy gluing pieces of tissue paper onto pictures of zoo animals. However, children do not always have access to a wide range of art and craft materials and resources, which encourage children to express their creativity and develop their own ideas.
- The manager is proactive in ensuring that children with SEND receive the early help and support they need. She works closely with parents and other professionals to ensure there is a cohesive approach to moving children forward in their learning. The manager has established close links with teachers from the host school and local schools that children are due to attend, which aids smooth transitions for children's future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of what to do should they have a concern about the health or welfare of a child. The manager has completed safer recruitment training and ensures that staff are suitable to work with children. Staff supervise children well and check the premises and outdoor area before children arrive, to identify and successfully minimise any potential risks. The manager and staff teach children how to keep themselves safe. For example, they talk to children in an age-appropriate way about internet safety when they use their technological devices at home.

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

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

- review the arrangements for snack time, so that children understand what is expected from them and staff maintain the quality of teaching and interactions with children
- provide consistent opportunities for children to freely explore and express their

creativity using a wide range of materials and resources.

## Setting details

<b>Unique reference number</b>	2499581
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10194355
<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>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Landywood Playgroup Committee
<b>Registered person unique reference number</b>	RP904766
<b>Telephone number</b>	07547510782
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Landywood Preschool registered in 2018 and operates from Landywood Primary School in Great Wyrley, Staffordshire. The pre-school employs five members of childcare staff, all of which hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## 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 manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the pre-school.

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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