

Inspection of Woodcote Pre-School Group Cio

Village Hall, Reading Road, Woodcote, Reading, Oxfordshire RG8 0QY

Inspection date: 6 July 2022

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 pre-school eager to enter and start their day. They show they feel safe as they quickly leave their parents' side. Children have good social skills. They are well behaved, use good manners, take turns and share. There is a variety of resources and equipment easily accessible for children to select from. This helps to promote their independence and choice.

All children enjoy access to the outside area, where they gain good physical skills and learn what their bodies can do. For instance, on the day of inspection children and parents enjoyed Sports Day. Children enjoyed a range of running and team activities and children persevere as they learn to balance bean bags on their heads and eggs on spoons. Children enjoy a wide variety of opportunities to explore their local community and learn about the world around them well. For example, children joined in with a national initiative to teach them the benefits of road safety and walking in their community without fear of traffic, and pollution. In addition, children can tend to the allotment, where they grow their own fruit and vegetables. This helps to support their good health and understanding of the world. Children develop their literacy skills and love of books as they listen to stories being read aloud and learn new words.

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

- The manager shows a good commitment to the professional development of her team. Staff meet regularly with the manager for supervision meetings. This helps to support staff's practice, professional development and identify any additional training needs. The manager places a high priority on the well-being of staff. As a result, staff feel valued and enjoy working at the pre-school.
- Staff have worked incredibly hard during the COVID-19 pandemic. Parents comment on the dedicated staff team during particularly challenging times. For example, staff delivered activity packs and books to the children and their families.
- Overall, staff support children's developing language skills effectively. Children hear a wide vocabulary of familiar and new words, and are gaining the confidence to engage in meaningful conversations. Staff identify children who need extra support with this area of learning and plan accordingly. However, sometimes, staff do not grasp opportunities to join in with these children's play. This means some children do not hear as much good quality language as they could. This impacts on how swiftly some children can catch up with their peers.
- There are good partnerships with a wide range of other professionals, such as the local authority, the school and health visitors. These relationships help to close any gaps in learning for children who require additional support.
- Relationships with parents are strong. Parents praise the staff team for the care

that their children receive. They speak highly of the online application to keep them updated of their children's learning.

- Overall, staff have established a broad curriculum. Staff show a good knowledge of children's individual learning needs. They assess children's progress accurately and ensure that the curriculum they offer builds securely on what children need to know next. However, on occasions, staff do not give children enough time to consider their responses to questions. For example, they ask one question and then ask a further question rather than waiting for the child to respond. This means, at times, some children do not have opportunities to express their own ideas, experiment and consolidate their understanding and skills.
- Mealtimes are social occasions and children's independence is supported well by staff. For example, children pour their own milk, or water and spread honey, or marmite on their own toast at snack time. Children are provided with healthy snacks and a home-cooked lunch daily.
- Staff are warm and caring to all children. The manager has identified that some children are finding starting pre-school a little unsettling, due to their experience during the COVID-19 pandemic. All children have a key person. Staff understand the importance of this role in helping children build attachments and feel safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. The manager and staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children that may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. The manager and committee adopt robust recruitment procedures, to ensure that all staff are suitable to work with children. Staff are vigilant about safety and maintain correct ratios to keep children safe.

What does the setting need to do to improve?

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

- support staff to use children's interests to offer the extra interactions some children need to make the best possible progress with their communication and language development
- give children an appropriate amount of time to consider their responses to questions.

Setting details

Unique reference number	2558022
Local authority	Oxfordshire
Inspection number	10239543
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	37
Number of children on roll	22
Name of registered person	Woodcote Pre-School Group CIO
Registered person unique reference number	2558021
Telephone number	01491 682300
Date of previous inspection	Not applicable

Information about this early years setting

Woodcote Pre-School Group Cio re-registered in 2019 as a CIO. It operates from the village hall in Woodcote, near Reading, in Berkshire. The pre-school employs six members of childcare staff. Of these, four hold relevant early years qualifications. The pre-school opens from Monday to Friday during school term time only. Sessions are from 8.30am until 3.30pm. They also offer some holiday care during the Easter and summer holidays, according to demand. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Perkin

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 her evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through verbal feedback. The inspector took these views into account.
- The inspector spoke with the manager and the chair of the committee, about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence about suitability and staff qualifications.

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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