

Inspection of Woodlands Childcare

C/O Charter School, Wood Lane, CHIPPENHAM, Wiltshire SN15 3EA

Inspection date: 7 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the pre-school. They develop good relationships with staff and demonstrate that they feel safe and secure in their care. Children develop good social skills and learn to make friends. When they arrive, they are pleased to see each other and are eager to begin their play. Staff know the children well and form strong attachments with their key children. They are positive role models; they listen and show interest in what children choose to do. They respond to children's emotional needs and get fully involved in their play.

Older children acquire skills that help to prepare them for their transition to school. For example, staff provide good opportunities for children to learn about numbers, develop their early writing skills and learn to manage their own risk. Lively conversations take place throughout the day as children play and develop their communication skills. Outside, children develop their physical skills as they run, climb and play in the water trays. They use a variety of tools to develop their fine-motor skills. Children move very confidently between play areas and make their own play choices from the variety of activities on offer. They are curious and excited to explore the resources and show good levels of concentration. For example, a small group of children get out the alphabet bricks and work together, using their imagination as they build a castle.

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

- Children behave well. Staff teach children how to play cooperatively with others. They offer explanations about sharing, such as when two children want to play with the same toy. This helps children to develop good social skills.
- Staff observe and assess children's learning. They put in place a curriculum that helps children to learn key skills for future success. For example, staff know that some children will be going to school in September. They encourage them to do as much for themselves as possible, for example, putting on their own shoes and coats. Staff recognise that this helps children to develop their independence and self-care skills.
- Parents speak highly of the setting. They receive regular updates about their children's day and development. Staff share learning ideas with parents to help them support their children's learning at home. In addition, parents contribute information of children's achievements at home, which helps staff to plan challenging activities for children to progress even further. Parents comment that their children are extremely happy in their care.
- The manager and staff work in partnership with the on-site school and external professionals. This enables them to meet children's individual care and learning needs effectively. Staff include all children equally in the activities, including those with special educational needs and/or disabilities.

- Staff support children to develop healthy lifestyles. They encourage regular hand sanitising and hand washing after using the bathroom. Equally, staff talk to the children at lunchtime about the importance of making healthy choices. They invite visitors in, such as a dental hygienist, to share information about oral health.
- The management team show a strong commitment to providing good-quality experiences for the children who attend. They form strong relationships with the staff team and have high expectations for what children can achieve. They identify areas for improvement and provide staff with training opportunities to enhance their knowledge and skills. For example, staff have completed communication counts training and gained 'A Communication Friendly Setting Status', to enhance children's speech and communication skills.
- Staff provide children with small-group and whole-group activities that focus on reducing gaps in their learning. However, sometimes, younger children lose concentration and become impatient during group times. This is because these sessions are sometimes too long, too complex and younger children prefer to play with the activities on offer.
- Older children are given lots of opportunity to challenge and build on what they already know. However, activities are not always adapted effectively to develop the youngest children learning at an age appropriate level.

Safeguarding

The arrangements for safeguarding are effective.

The deputy manager understands her role and responsibilities to keep children safe. She ensures that information is shared with other professionals to safeguard children. The team complete training to keep their awareness of child protection issues up to date. Staff know the process to follow if they have a concern about a child. Safeguarding policies and procedures are kept up to date and are shared with all staff. The deputy manager regularly updates staff's understanding of child protection and safeguarding, through questions and team meetings. Safer recruitment and vetting processes are effective. Staff and committee members who have access to children have their suitability assessed.

What does the setting need to do to improve?

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

- review the organisation, particularly the length, of adult-led group times to ensure that all children play a full and active part in all learning experiences provided
- adapt activities effectively to support the youngest children's stage of development.

Setting details

Unique reference number	EY376484
Local authority	Wiltshire
Inspection number	10233728
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	28
Name of registered person	Woodlands Pre-School Committee
Registered person unique reference number	RP906833
Telephone number	01249447578
Date of previous inspection	21 September 2016

Information about this early years setting

Woodlands Pre-School registered in 2008 and is based on the site of Charter Primary School in Chippenham, Wiltshire. The pre-school is open each weekday from 9am to 3pm, during school term times. The Woody's Den After-School club operates from 3.15pm until 5.30pm. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications, two at level 4. The pre-school receives funding for the provision of free early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The inspector observed the deputy manager and her staff's interactions with the children in indoors and outdoors to assess the impact this has on children's learning.
- The inspector held discussions with the deputy manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a learning walk across all areas of the setting and gardens to understand how the provision is organised.
- The inspector carried out a joint observation with the deputy manager to assess the teaching standard and the impact this has on the children's development.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022