

Inspection of Putnoe Woods Preschool

Bedford Athletic Rugby Club, Wentworth Drive, BEDFORD MK41 8QA

Inspection date: 25 August 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

The provider understands his responsibility to inform Ofsted of any changes. However, not all trustees, including himself, have had their suitability checked. Children receive a warm welcome from staff as they arrive and are keen to explore the varied activities available. All children develop secure and trusting bonds with their key person and all staff. Babies are relaxed and smile when they see familiar staff. They enjoy playing a game of peek-a-boo with them. Children are curious and inquisitive. They welcome the inspector and ask them questions.

Children explore the texture of flower petals with their hands, and smile with delight as they gently brush flower blooms across their skin. They discover how to make marks with them as they dip them into paint and press them down on paper. Older children begin to solve simple mathematical problems, such as addition and subtraction. They know how to operate technology, such as calculators and digital cameras. Staff frequently praise children and celebrate their achievements. This helps children to have a strong sense of self-esteem. Children follow a good hygiene routine and become increasingly independent. They manage their own personal needs and put on their wellington boots and coats before playing outdoors. Children thoroughly enjoy singing rhymes and confidently join in with the actions of those rhymes that are familiar to them.

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

- The provider has not acted promptly to provide Ofsted with the necessary information so that the required checks can be carried out on newly appointed trustees and himself. Despite this, these individuals hold Disclosure and Barring Service checks, and do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being.
- Staff effectively support children to develop a strong love of books. They understand the importance of repetition of children's favourite books, which they bring alive with props from story sacks. Staff immediately capture children's attention as they read with intonation and enthusiasm. Their use of questions motivates younger children to talk about the characters on the page. Older children understand the sequence of stories and can retell them in their own words. Children demonstrate close relationships with staff. They enjoy snuggling up to them as they read them books that they independently select.
- Children master a wide range of physical skills in all weathers. Younger children develop their hand-to-eye coordination as they scoop up water from a shallow tray. Older children practise jumping long distances. Children benefit from a nutritious selection of healthy food.
- Children show friendly relationships towards others. Babies smile and happily play alongside each other, and younger children are patient, waiting their turn to

add a piece to the train track.

- Staff make the most of the outdoor areas surrounding the setting, such as the field and woodland, to build on children's understanding of the natural world. For example, they compare the textures of bark on trees, observe how birds fly and work together to find natural objects as part of a scavenger hunt.
- Partnerships with parents is strong. Parents and carers speak very positively about the setting and the progress their children make. Staff communicate in a variety of ways, including via an online portal, to ensure all parents receive information about their child's progress.
- The special educational needs coordinator is passionate and committed to her role. She works in partnership with external agencies and parents to support children with special educational needs and/or disabilities. Staff receive highly effective guidance from her to successfully support individual children.
- Overall, staff implement a well-designed and sequenced curriculum. They use their knowledge of the children's development to plan activities and experiences that help children to learn and develop new skills. However, staff do not always provide more-able children with enough challenge to maximise their learning.
- Staff have opportunities to develop their skills and knowledge. Recent training has increased their understanding in promoting children's communication and language skills. Staff receive supervision meetings to reflect on their practice. However, current supervision arrangements do not precisely focus on raising the quality of teaching to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know and understand their safeguarding responsibilities. They have a clear awareness of the signs and symptoms of neglect and abuse, and know the correct action to take should they have concerns about a child's welfare. This includes any signs that a child may be at risk of exposure to extreme views or practices. Rigorous recruitment and vetting arrangements are in place to ensure that staff working with children are suitable for their role. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. Children cannot leave unsupervised and unauthorised visitors cannot gain access.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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provide Ofsted with the details of individuals associated with the setting to enable them to carry out all relevant checks to verify their suitability.	31/08/2022
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To further improve the quality of the early years provision, the provider should:

- enhance the curriculum for more-able children to add further challenge to maximise their readiness for future learning
- strengthen the existing arrangements for the supervision of staff to focus even more sharply on raising the professional development of staff to the highest level.

Setting details

Unique reference number	EY483058
Local authority	Bedford
Inspection number	10236538
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	167
Name of registered person	Putnoe Woods Preschool Limited
Registered person unique reference number	RP531933
Telephone number	01234 267832
Date of previous inspection	6 October 2016

Information about this early years setting

Putnoe Woods Preschool registered in 2014 and is managed by a board of trustees. The setting is open from 8am until 6pm, Monday to Friday, all year round, with the exception of five weeks throughout year. There are 23 staff members who work directly with the children. Of these, 16 hold relevant childcare qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 and manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities, indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager, provider, trustee and business and finance manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and carers spoken to on the day.

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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