

Inspection of Redwood Early Years

Emmbrook Infant School, Emmbrook Road, Wokingham, Berkshire RG41 1JR

Inspection date: 13 September 2022

Overall effectiveness

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The manager has made some improvements since the last inspection. Children behave well. They receive support and guidance when they need it, or reminders of behaviour expectations. Children learn to share and take turns and negotiate with their peers. They are eager to get involved with the activities on offer. Children enjoy experiencing the different sensory materials available, such as play dough and soil. However, the early years curriculum is not yet fully established to ensure all children make the best possible progress. Additionally, not all staff understand the intentions for children's learning or how to best support this.

Children are generally happy and settled. Those that find this more difficult receive effective support from staff, to enable them to settle and enjoy their time at the setting. Parents are able to stay and help their children to settle if this works best for them. Children engage enthusiastically and concentrate well with small-group activities. For example, they enjoy matching colour cards to objects they excitedly search for around the room. Children benefit from opportunities to develop their physical skills and enjoy being outside. They learn to use hula hoops and climb on the walls and through small gaps, carefully and safely. The setting uses additional funding effectively to further support children's physical development.

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

- Staff turnover has impacted significantly on the setting's improvement journey, with a number of staff having left the setting. Although training has been provided for staff to improve their knowledge and practice, this is yet to be fully embedded. As a result, not all staff are able to implement the curriculum effectively and teaching is inconsistent at times. Additionally, the curriculum focuses heavily on communication and social development. Therefore, children do not always access activities across all areas of learning.
- The manager has introduced a curriculum that reflects 'planning in the moment'. However, she is not able to share her intentions for this with the staff team effectively, to ensure they are able to meet children's individual learning needs. Consequently, staff do not always understand the planned learning intentions for activities and are unable to provide interactions that support the best possible progress for children.
- On the whole, the established team of staff know the children well. They suitably support children's communication and language, for example by using British Sign Language to support children to understand new language and instructions. This particularly supports children who are learning English as an additional language and those with emerging educational needs.
- Staff mostly deploy themselves well to support children and keep them safe. They speak to children sensitively and on their level. However, they do not make

the most of interactions and opportunities to extend and challenge children's learning. Therefore, children do not always make the progress they are capable of.

- Children are becoming independent in their self-care routines, such as washing their hands, helping at snack time and recognising their names on pegs and drawers. However, during group times, some children become distracted and lose focus about what is being taught.
- Children develop effective relationships with adults and their peers. They seek out their friends to play alongside them. Children share resources and chat freely to each other. They are confident to ask staff for help when they need it. As a result, children feel secure and valued in the setting.
- Staff access regular training to support their own professional development and knowledge. However, the manager's monitoring of staff practice and teaching is not yet fully effective. As a result, there are inconsistencies in staff practice. They are unsure of how best to implement the curriculum to ensure children make the best possible progress.
- Partnerships with parents are effective. Staff share regular information with them face to face and through the online app. They also share information to support healthy eating and choices. Parents are very happy with the setting and feel that their children have made effective progress since joining.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures safeguarding is a priority in the setting. Herself and the staff team receive regular training to keep their knowledge of safeguarding issues up to date. Staff are knowledgeable about the signs that could indicate a child is at risk of harm. They understand the procedures to follow to report any concerns about children or the adults working with them. However, the manager recognises that some new staff are in the process of building on their knowledge of the 'Prevent' duty and county lines. She is working with these staff to strengthen their understanding. The manager follows robust recruitment procedures to assess the suitability of staff. Effective risk assessments ensure children access a safe and secure environment and are not exposed to any hazards.

What does the setting need to do to improve?

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

	Due date
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develop the curriculum to ensure it is clear and well sequenced and that learning intentions are understood by all staff, to ensure children make the best possible progress	14/10/2022
monitor staff practice and teaching effectively, to ensure all staff deliver the curriculum intentions well and teaching is consistently good.	14/10/2022

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

- review the curriculum to make sure it focuses fully on all areas of learning, to ensure children maximise their learning
- review the organisation of group times to ensure all children are engaged and these meet their individual needs
- build on newer staff's knowledge of the wider aspects of safeguarding, such as 'Prevent' and county lines.

Setting details

Unique reference number	2578566
Local authority	Wokingham
Inspection number	10210227
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	40
Name of registered person	SLPG Limited
Registered person unique reference number	2578565
Telephone number	07814386967
Date of previous inspection	27 September 2021

Information about this early years setting

Redwood Early Years, formerly St Pauls Playgroup, registered in January 2020. It is located on site at Emmbrook Infant School in Wokingham, Berkshire. The setting operates Monday to Friday from 8.30am until 4pm, during term time only. It employs eight members of staff, seven of whom who are qualified from level 7 to level 2. The setting provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector
Clare Perry

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 the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a large-group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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