

Inspection of Woodseaves Pre-school

Woodseaves C of E Primary School, Dickys Lane, Woodseaves, Stafford ST20 0LB

Inspection date:

4 October 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the pre-school. Staff welcome them into the setting. Children who are upset receive cuddles and reassurance from caring and nurturing staff. This helps them to form strong bonds and makes children feel safe and secure.

Children enjoy practising their physical skills outdoors. The pre-school is located in the local school and uses its outdoor facilities. Children exert energy by running about giggling and playing with their friends as they climb and swing from bars. They particularly like looking through the fence at the sheep in the neighbouring field. Children learn about the world around them as they collect autumn leaves. They talk about the colours and share as they hand leaves out to their friends and staff. Staff talk with children about sycamore seeds. Children say that they look like 'helicopters'.

Indoors, children enjoy painting pictures of wellington boots for their outdoor display. Children are confident around people who they do not know. They happily approach the inspector to show them their finished paintings, naming the colours they have used. Children show a real sense of pride and achievement. Some children show the inspector their family book, which has photos of their family. Children are happy and settled.

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

- The manager and her staff team have made improvements since the last inspection. However, change is not appropriately planned for due to the provider's lack of involvement in and oversight of the pre-school. For example, the manager is due to leave imminently, and arrangements have not been made to ensure that at least one member of staff with a paediatric first-aid certificate is on site at all times. In addition, the impact of the proposed interim management arrangements, where a manager and deputy manager from another of the provider's settings will cover the responsibility at this provision, has not been properly assessed.
- Children learn about different festivals, which provides them with some insight into different people and communities. They make posters about harvest and take food hampers to the elderly community. However, the curriculum for equality and diversity is too narrow and does not provide children with enough experience beyond their own community. This does not equip them well enough for life in modern Britain.
- The manager and staff place an importance on children developing early skills for writing. They want children to be able to recognise letters and write their name. Activities are provided to support children to develop the skills they need

for writing, such as colouring, drawing, sticking and gluing. However, the activities on offer are adult led. They set up the activities for the children and use pre-printed sheets for them to colour in. This impacts on the children's ability to make their own choices and express themselves freely.

- Improvements to the curriculum are designed to support children in developing the skills required for the next stage of their learning, such as communication and language skills. Staff are responsive to children. They interact and play alongside them, asking them open-ended questions which encourage children to think and respond in sentences. Children choose books they want staff to read to them. Staff support all children to access this activity and sit with them and encourage them to listen.
- All children are supported to make progress. Their key person has a good knowledge of the individual child. They know what progress children are making and the next steps needed to further enhance their learning. Staff confidently talk about their key children. They demonstrate how they take time to get to know each child and their family and work with them to make good progress. Information is shared with parents daily through an online app and discussions at drop-off and collection times.
- Children follow good hygiene practices. They wash their hands before snack and lunchtime. They sit with the school children to eat their lunch, and this is a social affair. When necessary, staff will intervene and offer support, such as if children display unwanted behaviour. Children are reminded to share and take turns. Consequently, children behave well overall.
- The manager is yet to complete formal staff supervision sessions. That said, she works with staff in the room which the before- and after-school club and pre-school operate from. The manager, alongside staff, regularly evaluates activities to reflect on their practice and review where improvements could be made. This ensures that the quality of education is consistently good.

Safeguarding

The arrangements for safeguarding are effective.

Improvements to safeguarding have been achieved. Training in online safeguarding has been obtained and information has been shared with parents. Where concerns are raised about children in their care, appropriate referrals are made in a timely manner, which ensures that children are protected from the risk of harm. Although all staff demonstrate a good understanding of safeguarding, the designated safeguarding lead (DSL) is yet to complete training which is recommended by the local authority. Due to the provider's lack of management oversight, training has not been sought in a timely manner. That said, the DSL is confident in the action they will take if they have concerns. They will also be supported by management from the provider's other provision.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
implement stringent procedures so that the provider has complete oversight of the provision to ensure that safe and efficient management continues when changes occur.	31/10/2022

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

- enhance the curriculum to help children to consistently understand differences and similarities between people, cultures and communities that are different to their own
- give children more opportunities to guide their own learning to make choices and decisions freely about what they want to draw, colour and paint.

Setting details

Unique reference number	2604488
Local authority	Staffordshire
Inspection number	10243913
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	3 to 3
Total number of places	20
Number of children on roll	8
Name of registered person	Springfields Day Nursery Ltd
Registered person unique reference number	RP550377
Telephone number	07891328631
Date of previous inspection	27 April 2022

Information about this early years setting

Woodseaves Pre-school registered in 2020 and is situated in Woodseaves, Stafford. The pre-school employs five members of staff, all of whom hold early years qualifications at level 2 or 3. The pre-school is open from Monday to Friday all year round. Sessions are from 7.45am until 6pm.

Information about this inspection

Inspector
Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about the pre-school's curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation during story time.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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