

Inspection of Woodfield Park Pre-School

Charteris Centre, Normanton Road, Peterborough PE1 4XE

Inspection date: 2 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

All children make good progress. Staff know the children well and plan appropriate and challenging activities. Children's progress is well monitored and therefore they achieve to the best of their ability. They benefit from learning across all areas of the early years foundation stage. During activities, staff weave in additional learning. For example, during a group activity, staff encourage children to count how many are sitting on the mat. This provides children with new skills and develops their mathematical language.

Children are kind to each other. They demonstrate the skills they need for their next stage of learning. For example, children kindly help their younger peers with tasks. They demonstrate their independence with dressing, eating and self-care routines. Children wait for their turn and listen to peers, showing respect for each other. They listen carefully and follow instructions well. Children are excited to learn new skills. They concentrate well and are engaged in activities of their choosing.

Children independently discuss similarities and differences between them. For example, when building with the blocks, children talk about different religious buildings and who visits them. Children demonstrate their acceptance of each other's similarities and differences. This helps to prepare them for life in modern Britain.

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

- The manager has designed a curriculum that is unique to the setting. It is ambitious for all children and considers the experiences that will support children to succeed in life. For example, the manager is aware of children who do not have access to the outdoors. She provides children with opportunities to play outdoors throughout the day, including regular trips out to the park, shops and in the local community.
- Staff create an environment that supports children's learning and development. For example, all resources are accessible to children. This means that children can be independent with their own learning. Children also demonstrate their independence throughout the day. They butter their toast, wash their hands, get themselves ready for outdoor play and tidy away after eating.
- All resources and activities are supported by books. For example, when children are hunting for bugs, they find a spider. Eager to find out how many legs it has, they look for a book about spiders. Staff encourage children to use books to extend their learning. Children know they can find out information from books and use this knowledge throughout a range of activities. Children are encouraged to think critically, and staff and children learn together.

- The setting works hard to develop strong partnerships with parents. Staff provide families with 'home-learning packs'. They include a range of activities and books, which also helps to promote children's love of reading. The packs also include ingredients for cooking particular food. Staff give parents the resources and support they need to continue children's learning at home.
- The manager provides ongoing support for families and children. She organises regular 'stay-and-play' sessions. This means she has time to get to know parents and can offer support if required. She is currently supporting families with the current cost of living crisis by accessing grants, food hampers and a toy appeal.
- Staff support children to develop their personal and social skills throughout their time at the setting. For example, when sitting in a group, children take turns to talk and the other children listen carefully. They show respect for each other and are beginning to manage their own behaviour and self-control.
- The setting provides parents with clear information regarding healthy eating. Parents provide children with a packed lunch each day and the setting offers a range of healthy snacks. However, staff do not consistently help children to understand the importance of healthy eating, and the benefits of regular exercise on their bodies.
- The manager focuses on improving standards for children through ongoing training for staff. She also holds regular supervisions to support staff's well-being. She is realistic when managing their workload, and ensures all staff are well supported.

Safeguarding

The arrangements for safeguarding are effective.

The setting has robust procedures in place for safeguarding and protecting all children. Staff have a good knowledge of safeguarding practices. They know where to find out information when needed and receive regular training. All staff can discuss the signs of abuse and wider safeguarding issues, including the 'Prevent' duty. Staff have a good knowledge of the whistle-blowing procedure for the setting. Children are taught to keep themselves safe when out in the community. They learn about road safety and receive visits from the police to talk about the importance of staying safe.

What does the setting need to do to improve?

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

- develop children's understanding of healthy eating, and help them to understand the importance of keeping fit and well.

Setting details

Unique reference number	EY490866
Local authority	Peterborough
Inspection number	10236685
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	20
Number of children on roll	24
Name of registered person	Family Action
Registered person unique reference number	RP517161
Telephone number	01733 893361
Date of previous inspection	10 March 2017

Information about this early years setting

Woodfield Park Pre-School registered in 2015. The pre-school employs four members of staff, three of whom hold appropriate early years qualifications at level 2 or above. It opens from Monday to Friday, term time only. Sessions are from 8.30am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 their evaluation of the provider.
- Parents shared their views of the setting with the inspector.
- 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 observed the interactions between the staff and children.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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