

Inspection of Woodlands Pre-School

Netley Marsh Community Hall, Woodlands Road, Woodlands, SOUTHAMPTON SO40 7GE

Inspection date: 5 January 2023

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 are happy and secure. They have warm, nurturing relationships with their key person. Children demonstrate positive attitudes to learning. They are polite, well-mannered and very sociable. Children learn how to cooperatively take turns, share resources and are considerate of one another. For instance, they help each other and take turns when playing a matching game. Children have good levels of concentration and show perseverance. For example, they work together to balance on a log and reach for a rope, which they then enjoy swinging on.

The manager and staff know the children well and plan the curriculum based on their next steps in learning, alongside the children's specific interests. Children are given plenty of opportunities to foster their curiosity, language skills and mental well-being. For instance, children go for regular walks and talk about the natural items they have collected. They enjoy using these items in various activities, such as putting the leaves and sticks in water to investigate if they will sink or float.

Children follow good hygiene practices. They independently wash their hands before mealtimes. Children enjoy playing with real vegetables and talk about how they can make healthy vegetable soup. For example, they use scissors to cut a real cabbage and excitedly mix their soup in the play kitchen. Children learn about planting fruit and vegetables in the pre-school's allotment area, and talk about how the food grows.

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

- Since the last inspection, the manager and staff have made many improvements to the pre-school. They have used self-evaluation well to address weaknesses identified. Staff feel valued and say that the manager is considerate of their well-being and workload. All staff have accessed training to improve their knowledge and skills.
- The manager has implemented effective systems to provide staff with regular supervision opportunities, and reviews practice through peer observations. However, she does not ensure that all recruitment processes are completed efficiently. This means that some records are not up to date.
- The manager and staff provide good educational programmes for children. They design and deliver a thoughtful and carefully sequenced curriculum, which promotes children's progress in all areas of learning. For example, children enjoy mixing paint and enjoy talking about the different colours they have created. They also prepare children well for their next stage in learning. They invite reception teachers into the pre-school to meet and get to know the children in familiar surroundings. This supports children to feel relaxed and confident when they move on to school.

- There have been changes to the committee. Some new committee members have not fully completed and submitted appropriate forms in a timely manner, to allow all the required checks to be carried out. However, the impact on children's safety is minimised, as the current nominated individual has completed their suitability checks with Ofsted and acts as the main contact for the manager and staff. Other committee members have limited responsibilities at this time and no unsupervised contact with children.
- Partnerships with parents are central to the pre-school. Parents praise the fantastic communication and support from the manager and staff. Children's learning and development is shared with parents on a regular basis. The pre-school provides activities to extend children's learning at home.
- Children with special educational needs and/or disabilities (SEND) are supported well. The pre-school works in partnership with other professionals. Staff act promptly to ensure that any children needing additional support in their learning or with identified SEND, gain access to their entitlement. They are aware of what they need to do to ensure that gaps are narrowed and have accurate plans in place to support the children's development. For example, small speech and language groups and the use of flash cards, with pictures such as toilet and food, make a positive impact on children's communication skills.
- The promotion of respect for cultural diversity, similarities and differences is supported extremely well through displays and activities. For example, parents are invited into the setting to share learning about their culture, and children enjoy cultural celebrations together. This gives children a sense of belonging.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding at the pre-school is robust. Staff are knowledgeable about the signs and symptoms of abuse. The pre-school has clear policies and effective procedures in place to ensure that children are kept safe. Staff understand their duty and are clear about what they need to do if they are concerned about the safety or welfare of a child. They have secure knowledge in reporting concerns about a member of staff. The manager ensures that all staff have regular and up-to-date training in safeguarding and child protection. The pre-school has effective risk assessments in place to ensure the environment is safe and secure for all children.

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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ensure record keeping relating to recruitment of staff and committee members is processed in a timely manner.	10/03/2023
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Setting details

Unique reference number	507964
Local authority	Hampshire
Inspection number	10250370
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	34
Name of registered person	Woodlands Pre School Committee
Registered person unique reference number	RP903924
Telephone number	07880921627
Date of previous inspection	18 July 2022

Information about this early years setting

Woodlands Pre-School registered in 1982. It operates in the Community Hall in the village of Netley Marsh, in Hampshire. The pre-school opens during term time only. It operates on Monday, Tuesday, Thursday and Friday from 9.15am to 3.15pm. The pre-school is in receipt of funding for children aged two, three and four. There are seven staff working with the children, including the manager. Four staff members hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Nicole Atkinson

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 setting.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a small group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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