

Inspection of The Woodfield Nest Pre-school and Out of School Club

Cam Woodfields School Site, Elstub Lane, DURSLEY, Gloucestershire GL11 6JJ

Inspection date: 16 March 2023

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

Children are highly valued and regarded as capable learners by staff. Children arrive happy and eager to play. Staff ensure that the environment promotes children's independence. Children form strong bonds with staff, who interact warmly with them. Staff build trusting relationships to help children feel safe and secure. Children learn about the world around them; for instance, they visit the chapel and walk to the local shop to buy cooking ingredients. They also enjoy digging in the garden and feeding the birds. Children behave well, they are kind to each other and respond positively to staff. They say, 'I'll show you' to friends when they need help, and they tidy away toys when staff ask. Children demonstrate their understanding of the rules in place to keep themselves safe. For instance, they know they must not run inside as they say 'you might bump your head!'. Children confidently introduce themselves to visitors. They keenly express their favourite activities as they exclaim 'I like playing with unicorns!'.

Staff have high expectations for children and what they can achieve. All children, including those with special educational needs and/or disabilities (SEND), make good progress. Staff prioritise support for children's communication and language development. They also promote children's overall well-being through activities such as yoga and exploring nature.

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

- Children benefit from a curriculum of unique and inspiring learning experiences. They proudly talk about what they have learned and demonstrate their new knowledge. For instance, they speak with great excitement to the inspector about the 'living eggs' that are coming to the pre-school for them to observe and look after. They say, 'They are going to be chickens' and 'they eat wiggly worms'. Through activities such as these children gain many new skills, including learning about life cycles and how to care for living things.
- Staff's good teaching challenges and extends children's learning well. Staff use warm and effective interactions to sensitively guide their play and fascinations. For instance, staff use phrases such as, 'I wonder what will happen?' and 'can you tell me about it?'. The skilful teaching techniques of staff help children to learn more and remember more.
- Children are confident learners and play well together. They excitedly engage in imaginary play and take on roles, such as police officers, to develop a story line. However, very occasionally, children's play becomes too boisterous. Staff do not always respond quickly enough to help them know when their play has become potentially unsafe.
- Staff place importance on helping children to become independent learners. For instance, staff support children to manage their self-care, such as handwashing

and know why it is important. Staff teach children to put on their own shoes and coats and children relish the opportunity to wash up their own cups and plates after eating. This all helps to prepare children for the next stage in learning, including school.

- Children with SEND are supported well. Staff liaise with other professionals and parents to ensure a consistent approach to children's additional needs. Staff implement timely plans and strategies to help close any gaps in learning. However, staff do not make full use of the available resources that help children to understand the routine and what is happening next, when they struggle.
- Partnerships with parents are effective. Staff encourage parental involvement which promotes a joint approach to children's learning. Parents say they feel well informed about their child's progress. They attend 'stay-and-play' sessions and join children on outings, including to an outdoor learning centre. Parents also value the support staff provide for them on parenting issues, such as helping children to learn about safety when out and about.
- Staff select good quality books to read to children to promote their literacy development. Story times are well organised as staff differentiate teaching according to age and learning needs. For instance, younger children join a smaller group to develop their listening and attention skills. Staff use sign language particularly well when reading to children. This helps to to promote children's understanding even further.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular safeguarding training to help them recognise the signs and symptoms of when a child maybe at risk of harm. They know who to report to should they have concerns about the welfare of a child. The manager ensures staff keep their knowledge up to date by asking 'on the spot' safeguarding questions. Staff know who to report to if they have concerns about a colleague's conduct. The manager knows the action to take, going forward, in the event of a complaint or an allegation. The premises are safe and secure. Staff also ensure children's safety on outings by carrying out detailed risk assessments.

What does the setting need to do to improve?

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

- help staff to identify when children need guidance during more boisterous play, to maintain the safety of themselves and others around them
- ensure staff make full use of the available resources to help children with additional needs understand the routine and what is happening next.

Setting details

Unique reference number	101858
Local authority	Gloucestershire
Inspection number	10276248
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 4
Total number of places	62
Number of children on roll	127
Name of registered person	The Woodfield Nest Pre-School & Out of School Club Committee
Registered person unique reference number	RP522840
Telephone number	07726677266
Date of previous inspection	7 July 2017

Information about this early years setting

The Woodfield Nest Pre-school and Out of school Club Committee registered in 2000. The setting operates from the school grounds in Cam, Dursley, in Gloucestershire. The pre-school opens during term time, from 9.05am to 3.05pm . The out-of-school club operates from 7.30am to 9.00am and from 3.15pm to 6pm during term time. The holiday club is available on demand 8am to 4.30pm. The setting employs 14 members of staff. Of these, the majority hold relevant early years qualifications at levels 2, 3 and 5. The setting offers funded nursery education places for children aged three and four years.

Information about this inspection

Inspector
Michelle Grayling

Inspection activities

- This was the first routine inspection the setting 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.
- The inspector spoke to parents and took their views into consideration.
- Both the inspector and the early years lead carried out a joint observation of teaching and evaluated it together.
- The early years lead led the inspector on a learning walk of the setting and discussed how they organise the curriculum.
- Discussions were held between the manager, the early years lead and the inspector to evaluate the leadership and management of the setting.
- The inspector scrutinised a range of documents, including children's records, paediatric first-aid training certificates and information on the suitability of staff.
- The inspector spoke to staff and children at convenient times during the inspection.

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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