

Inspection of Woodchurch Windmills & Fun Club

Woodchurch C of E Primary School, Woodchurch, ASHFORD, Kent TN26 3QJ

Inspection date: 30 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 arrive happy, excited and ready to start their day. They choose from a variety of activities set out for them and welcome encouragement from staff. Staff lead carpet-time sessions, which are a firm favourite of the children. They thoroughly enjoy songs and rhymes, joining in with the actions and use of sign language. Story time is used to engage children, develop reading skills and discuss important topics. For example, the children listen to a story about a girl in a wheelchair and then ask questions about the little girl, which staff answer in an age-appropriate way.

Children behave very well. They are engaged in play and demonstrate positive attitudes towards their learning, supported by staff. Children have opportunities to practise their independent skills throughout the day. For example, children select their own cutlery and plates for snack time and prepare their own food. Mealtimes are a chance for staff to interact with their key children and share stories. Children have close bonds with staff, especially their key person. For example, the children thoroughly enjoy games in the outdoor area, such as 'What's the time Mr Wolf?' and 'Hide and Seek', led by the staff.

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

- Staff make good use of the outdoor area to promote children's learning and physical development. Children develop coordination and control through climbing, swinging and riding bicycles. They can also practise their writing and drawing skills on a large chalkboard. Staff encourage children to use this throughout the day and link it to the games they play.
- The manager understands the importance of the transition between pre-school and school and is developing this link. For example, the children regularly visit the Reception class and become familiar with the environment and teachers.
- Staff identify children who need support with speech and language. They understand the importance of early intervention and seek support from other professionals. Staff speak slowly and carefully to ensure children understand instructions and can practise words.
- Committee members are very supportive of the pre-school and have an excellent relationship with staff. For example, children have received home-learning tasks to decorate a piece of fabric, linked the King's coronation. The activity is purposefully aimed at enabling children to work with siblings and family members.
- Children enjoy using the different areas in the pre-school, such as the home corner and the builder's area. They spend a long time developing their games and use excellent imagination. For example, two children work together to build a train out of building blocks and talk about what else they can add.

- Staff do not always promote mathematics as effectively as other areas of learning. The children have a designated mathematics area available to them. However, at times, staff do not recognise when opportunities arise to support children's mathematical understanding during other activities and play.
- The manager and staff team work very well together. They discuss children's learning and next steps through staff meetings. Staff are reflective and understand the importance of purposeful planning. For example, the dominoes were put out in the morning as staff wanted to encourage children to take turns using this game.
- Staff plan a range of activities that explore different cultures, traditions and languages to help children understand and respect the differences within society. However, they do not always consider how to reflect and celebrate the backgrounds of those attending.
- Partnership with parents is effective. Parents speak highly of the pre-school and comment on the caring nature of the staff. One parent spoken to at the inspection said, 'My child has really gained confidence since she started, coming on with her speech and social skills'. Parents are happy with the communication by the pre-school through conversations and use of the online learning journal.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the procedures to follow if they have concerns about a child or an adult. They are aware of their role and duty in keeping children safe. Staff have a good awareness of the signs and symptoms that can indicate a child is at risk from harm. The staff work well as a team, ensuring staff deployment is well organised and children are always supervised and kept safe. The manager is aware of a wide range of safeguarding issues and ensures the team also understand.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn about the lives and backgrounds of people that are different to their own to enhance their understanding and appreciation of diversity
- support staff to make better use of opportunities that arise to promote children's understanding of mathematics.

Setting details

Unique reference number	EY420400
Local authority	Kent
Inspection number	10279803
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	2 to 4
Total number of places	20
Number of children on roll	33
Name of registered person	Woodchurch Windmills & Fun Club
Registered person unique reference number	RP530300
Telephone number	0123 386 0072
Date of previous inspection	6 September 2017

Information about this early years setting

Woodchurch Windmills & Fun Club registered in 2010. It operates from a mobile classroom in the grounds of Woodchurch CE Primary School, in Woodchurch, Kent. The pre-school opens each weekday from 8.30am to 3pm, during term time only. The pre-school employs seven staff, all of whom hold a relevant early years qualification. The pre-school receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Jade Mellin

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 manager and has taken that into account in their evaluation of the provision.
- The manager and inspector carried out a joint observation of a group activity outside.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children and the impact on their learning.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.

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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