

Inspection of Woodseaves Pre-school

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

Inspection date: 12 July 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Staff provide a rich, good-quality environment, which enables children to explore and experiment with their ideas. They skilfully guide and question children to make them think and problem-solve. For example, children work safely together, using large planks of wood to make a tepee. Staff regularly observe and reflect on children's play and use this information to help them plan motivating experiences. Teaching is, for the most part, excellent. For example, children show exceptional levels of engagement, as they are intrigued by the rich range of story props. They are inspired by the story and find sticks in the woods to make their own potions and spells.

Providing children with a safe and familiar environment to help support their transition to the on-site school is a prime focus. Children are extremely confident as they collect their meals on trays and sit in the dining room with the school children. Staff have high expectations of all children. For example, staff sensitively support children with speech and language delay to talk and discuss their ideas during circle time. They skilfully encourage children to take charge of their play as they share their ideas and negotiate as they play with their friends.

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

- Significant progress has been made since the last inspection in relation to the leadership and management of the pre-school. The provider regularly meets with the manager, attends staff meetings and plays a more effective role in ensuring that an ongoing internal review is conducted to ensure the smooth running of the pre-school.
- The manager and dedicated staff ensure they deliver a curriculum that is centred on children's interests and gives them the freedom to play and be imaginative. The outdoor environment offers children a great opportunity for them to be energetic, engage in adventurous play and experience the natural world.
- Children benefit from appealing resources and activities, which staff use to skilfully capture children's interests and build on their learning. However, on occasion, staff do not provide mathematical activities that appeal to children, and children do not always show a keen interest in them.
- Staff place a high focus on offering children security and comfort, and they help them to talk about their emotions. Staff are attentive to the needs of children and ensure any disputes between children are discussed. They support children to regulate their feelings and behaviour in a positive way and consider the needs of others.
- There are strong systems in place to support children with special educational needs and/or disabilities. All children are fully included and are supported

extremely well to take part and make the most of the activities available. Staff also quickly identify any children who may benefit from additional support. For example, staff use targeted interventions to support children to help improve their speech and language skills and close gaps in their learning.

- Staff form close relationships with each parent and value and respect their unique family circumstances. Staff create a family book, using photos of children and their families, which they then use to help children talk about their similarities and differences. Children begin to learn about other cultures beyond their own experiences as they use a range of multicultural resources and taste foods from various cultures.
- The strong and trusting relationships with parents ensures an effective sharing of information to help support children's learning. Feedback from parents is positive, and they value the electronic tool used to share information about children's daily care and progress. They compliment staff on their nurturing approach and on how they prioritise and foster their children's emotional well-being.
- Staff benefit from regular staff meetings, supervision sessions and training to keep them up to date and increase their knowledge and skills. The manager works over two sites and two mornings a week is involved in the care of children alongside the staff. However, the manager does not observe staff to help them identify individually how they can each raise their teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and vetting procedures in place to ensure that all staff are suitable. The manager ensures that employment of new staff is managed effectively. For example, the new deputy received a detailed induction and is clear about her roles and responsibilities. All staff benefit from child protection training, and they have a good understanding of the procedures to follow if they have a concern. The manager and staff work closely with other agencies and the on-site school to share information to help promote children's welfare and education. Keeping children safe is a high priority. For example, detailed risk assessments are carried out to ensure that high-risk activities, such as climbing trees and using tools, are undertaken safely.

What does the setting need to do to improve?

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

- provide inspiring mathematical activities that appeal to all children to raise their attainment even further in their mathematical development
- build on the systems in place to support staff development to help each member of staff identify very precisely how they can raise the quality of their teaching to

the highest level.

Setting details

Unique reference number	2604488
Local authority	Staffordshire
Inspection number	10260543
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 11
Total number of places	16
Number of children on roll	31
Name of registered person	Springfields Day Nursery Ltd
Registered person unique reference number	RP550377
Telephone number	07891328631
Date of previous inspection	4 October 2022

Information about this early years setting

Woodseaves Pre-school registered in 2020 and is situated in Woodseaves, Stafford. The pre-school is open from Monday to Friday, term time only. The pre-school sessions are from 9am to 3pm, and the before- and after-school provision operates 7.45am to 8.45am and 3.15pm to 6pm. There are six members of staff employed. Of these, one holds an appropriate early qualification at level 6, three hold a qualification at level 3, one holds a qualification at level 2 and one is unqualified. The pre-school provides early years funded places for three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

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 provider.
- The inspector and the deputy and manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the deputy.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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