

Inspection of Putnoe Woods Preschool

Bedford Athletic Rugby Club, Wentworth Drive, BEDFORD MK41 8QA

Inspection date: 17 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children of all ages enjoy the time they spend in this friendly setting. They are welcomed by enthusiastic staff, who provide a positive start to the day in this stimulating and inviting environment. Children remain thoroughly engaged in age-appropriate activities that support their interests and development. For example, babies sing nursery rhymes while exploring cooked pasta in a sensory activity. Toddlers discuss the different insects they find hidden in trays of soil. Pre-school children are encouraged to explore the different colours they can create in a painting activity.

Children demonstrate that they feel safe in the environment. They form close bonds with the nurturing staff. Babies cuddle up to their key persons when tired and hungry. Toddlers are comfortable seeking out staff and asking for support when necessary. Pre-school children enthusiastically explore their environment. They confidently follow daily routines and support those who are new to the room to settle well.

Children with special educational needs and/or disabilities are well supported in the pre-school. Staff work closely with carers and other professionals to gather a deep understanding of children's needs. They carefully plan an environment that provides appropriate learning opportunities and supports children's well-being. This supports all children to make good progress from their starting points.

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

- Children of all ages demonstrate high levels of confidence. They engage well with visitors, enthusiastically inviting them into their play. For example, toddlers encourage visitors to join in their outdoor tea party. Pre-school children proudly show off the rocks they have been painting, discussing the various insects they have created out of them.
- Children's transitions through the pre-school are well supported. They spend time with their key persons in their new environments before progressing permanently. This supports children to settle well and continue making good progress in their learning.
- Managers and staff are aware of children's individual circumstances. They communicate well with parents to gather detailed information about children's early experiences. Staff use this knowledge to provide a wide range of exciting learning opportunities. For example, children enjoy taking trips to nearby shops on the bus. They visit local woods and explore the various creatures that live there.
- Children of all ages behave well. They are considerate towards one another and cooperate well in activities. For example, babies take turns exploring sensory

books during interactive story sessions. Older children share resources well in a baking activity. They pass the mixing bowl round, ensuring everyone gets a turn, and help their younger friends to complete tasks such as weighing and measuring ingredients.

- Children are developing skills to keep themselves and others safe. Staff support children to identify and manage risks in their play. Toddlers are encouraged to discuss possible hazards in the garden area. They form queues for play equipment, explaining how this keeps everyone safe. In the pre-school room, staff use age-appropriate story sessions to explore safe and appropriate behaviour around strangers.
- Staff provide high-quality opportunities to support children's language development. Babies delight in identifying toy animals they find hidden in boxes and mimicking the sounds they make. Toddlers describe the fragrance of different-flavoured teas they make in a sensory activity. Pre-school children regularly engage in small-group activities. Staff encourage them to take the lead in conversations, developing their confidence in using new vocabulary. However, on occasion, staff in some rooms do not model correct language.
- The management team has rigorous recruitment and induction processes in place. This ensures staff are suitable and have completed all essential training prior to starting in the setting. The manager conducts regular appraisals and supervision sessions with all staff. This helps to identify additional training opportunities and support staff well-being. However, methods of coaching are not yet robust enough to enable staff to consistently identify areas to improve their practice.

Safeguarding

The arrangements for safeguarding are effective.

The provider, managers and staff understand their responsibilities to keep children safe. They demonstrate a clear understanding of the signs that could mean a child is at risk from harm. All staff can explain the correct process to follow when raising concerns and reporting them to the correct authority. The manager ensures all staff are appropriate to work with children and complete regular paediatric first-aid and safeguarding training. The provider shares essential information with Ofsted to ensure suitability checks are conducted on all trustees.

What does the setting need to do to improve?

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

- support children's communication skills further by ensuring staff across all rooms consistently demonstrate a good understanding of the English language
- enhance methods of coaching and mentoring to support staff to identify areas to improve their practice and further raise the quality of their teaching.

Setting details

Unique reference number	EY483058
Local authority	Bedford
Inspection number	10252881
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	0 to 4
Total number of places	70
Number of children on roll	128
Name of registered person	Putnoe Woods Preschool Limited
Registered person unique reference number	RP531933
Telephone number	01234 267832
Date of previous inspection	25 August 2022

Information about this early years setting

Putnoe Woods Preschool registered in 2014 and is managed by a board of trustees. It is located in Bedford. The setting is open from 8am until 6pm, Monday to Friday, all year round, with the exception of five weeks throughout the year. There are 24 staff members who work directly with the children. Of these, 17 hold relevant childcare qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all staff and trustees.
- The inspector observed the interactions between staff and children during activities.
- The inspector and the manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.
- The inspector observed the quality of teaching to assess the impact on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023