

# Inspection of Woodford Community Pre-School

Methodist Church, Greenway Avenue, Plymouth PL7 4RR

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Inspection date: 15 July 2024

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff build close relationships with children and get to know them well, which supports children to settle in quickly. For example, when the children arrive, staff give the children their full attention and talk to them about things they know the children are interested in. This helps children to feel welcome, valued and emotionally secure, so they are excited to choose friends, toys and activities to play with.

The curriculum that leaders and staff plan for children is broad and stimulating and builds well on what the children already know and can do. Younger children use tools and their hands to make marks with paint and they enjoy mixing the colours to see what happens. Pre-school children learn about letters and different words that start with the same sound, which helps to develop their language and early reading skills. Children acquire a love of books. They concentrate well as they turn the pages and look at the pictures, and they frequently ask staff and visitors to read to them. All children make good progress and develop the skills and knowledge needed for the later stages of their learning.

Staff are clear and consistent in the messages they give to children, so the children understand what is expected of them. Children listen to and follow staff's instructions and are familiar with the daily routines. They know to line up when moving between rooms and they wait patiently for their turn to wash their hands before lunch.

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

- The provider and leadership team have worked hard to address the weaknesses identified during the previous inspection. They have clarified their roles and responsibilities and involved the staff in creating and implementing an action plan. This has been successful in improving the quality and consistency of education for children.
- Leaders closely monitor staff's practice and provide effective and targeted support and coaching to strengthen their skills and knowledge. In particular, leaders have helped staff to develop a deeper understanding of how to design and deliver an effective curriculum. Staff are clear about what they want children to learn from each experience. At times, staff do not support the individual needs of the younger and quieter children as effectively as they do for others. For example, some resources and activities are set out on tables that the younger children cannot reach easily.
- Children develop a positive attitude to learning. Younger children persevere when trying to blow bubbles and cheer for themselves when they succeed. Their friends jump up and down excitedly to try to catch and pop the bubbles in their

hands. Pre-school children hold a pencil with control, talk about what they have drawn and proudly show their pictures to every member of staff in turn.

- Staff understand how to support children's communication and language development and they interact with children skilfully. They use signing, introduce new words and get down to children's height so they can see each other's faces when speaking. Staff repeat children's comments routinely to model the correct pronunciation of sounds. For example, when children say 'nana', staff reply 'banana'.
- Staff are kind, calm, gentle and sensitive, which helps to create a positive environment where children thrive. For example, staff model respectful relationships when asking children's permission to change their nappy. Children feel safe and comfortable in the staff's care.
- Children develop good social skills. They are friendly and play together harmoniously, such as talking about the pretend holiday they are going on together as they pull suitcases around the room. When children help each other with tasks, they comment proudly 'We did it together, we're a team!'
- Children are very confident and manage their self-care tasks independently. For example, they pour their own drinks and put their coats and boots on to play outside. With support and encouragement from staff, children open their food packets and screw-top containers at lunchtime.
- Staff work in close partnership with parents. They provide parents with information about their children's progress and what skills and knowledge they are working toward. Parents speak very highly about the setting and staff and state that their children enjoy attending.
- Leaders and staff identify hazards and take action to reduce risks to children. They supervise children appropriately. For example, when escorting children to the toilets, staff close a gate behind them to prevent other children from leaving the play areas without staff's notice.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- further consider the individual needs of each child, including the younger and quieter children, to support them to take part and engage fully in their play and learning.

## Setting details

<b>Unique reference number</b>	EY493636
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10356319
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	38
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Woodford Community Pre-School
<b>Registered person unique reference number</b>	RP534900
<b>Telephone number</b>	01752 337335
<b>Date of previous inspection</b>	1 November 2023

## Information about this early years setting

Woodford Community Pre-School registered in 2015 and is located in Plymouth, Devon. The pre-school is open each weekday from 7.45am to 5.30pm, during term time only. It provides a breakfast and after-school club for the local primary school. There are 14 members of staff, nine of whom hold an appropriate early years qualification at level 2 or 3. The manager and a deputy manager hold relevant degrees. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Madge

## 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 manager completed a learning walk of the pre-school with the inspector and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the manager and deputy managers about the leadership and management of the pre-school.
- The manager carried out joint observations with the inspector to reflect on the quality of teaching and learning.
- The inspector spoke with parents and children to take account of their feedback during the inspection.
- The manager held a meeting with the inspector to discuss the leadership and day-to-day running of the setting and provided documentation to demonstrate the suitability of staff.

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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