

The Woodside Centre

Lea Road, Tiverton, Devon, EX16 6SU



Inspection date

13 February 2017

Previous inspection date

17 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff use their thorough knowledge of each child to plan interesting activities that link closely to what children know and can do. Children make good progress from their individual starting points.
- Children with developmental delays receive particularly strong support from staff. Staff routinely work closely with parents and other professionals to monitor and target any gaps in children's learning successfully.
- Staff are consistently positive role models for children and help them to understand their expectations. For example, staff remind children to use good manners and support them to resolve any minor disputes. Children behave very well.
- The manager involves staff well to evaluate practice and make ongoing improvements, to provide positive outcomes for children. For example, they have successfully reviewed play areas and used additional funding well to better facilitate and extend children's communication and language.

It is not yet outstanding because:

- At times, staff overlook opportunities to consistently challenge older children to think about and solve problems for themselves.
- There are few opportunities for children to learn about and use technology.

What the setting needs to do to improve further

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

- challenge older children more to think about and solve problems, to extend their learning further
- provide more opportunities for children to use and explore technology.

Inspection activities

- The inspector viewed the resources and learning environment, and observed interactions between staff and children.
- The inspector carried out a joint observation with the manager, to evaluate the quality of teaching and learning.
- The inspector took account of the views of parents, through discussion and their written feedback.
- The inspector held a meeting with the manager at an appropriate time during the inspection.
- The inspector sampled documentation, including staff suitability checks, children's learning records, risk assessments and completed accident forms.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection issues and know how to seek advice if they have a concern about a child's welfare. The manager accurately monitors the progress of all children, and uses this information well to identify staff training needs. For example, she recognised that mathematics was a common gap in children's learning and supported staff well to attend training. Following this, staff have successfully improved their teaching within this area, which has had a positive impact on children's understanding of mathematical concepts. Staff benefit from ongoing support from the manager, such as through regular supervision meetings and observations, to develop particular aspects of their practice. For instance, all staff now make very good use of mealtimes to encourage children to take responsibility for their care needs. Staff establish effective links with parents, which helps them to meet children's individual needs well.

Quality of teaching, learning and assessment is good

Staff use their accurate observations of children to plan challenging activities that, overall, support their learning well. Staff have a good understanding of how children learn through play and exploration, and they flexibly adapt activities and teaching to ensure they engage and motivate children. For example, when children show little interest in an adult-led activity, staff quickly amend their planned task and encourage children to follow their own ideas instead. Overall, staff support children's communication and language well. For instance, they model language clearly for the youngest children and repeat single words, and use mealtimes well to initiate and extend detailed discussion with older children. All children are confident communicators.

Personal development, behaviour and welfare are good

Children are happy and confident at the setting. They form strong attachments to staff, which helps children learn good social skills. For example, toddlers affectionately cuddle the babies, and older children offer to help others, such as holding the hand of a child who was not confident to jump from a beam in the garden. Staff know children well and are responsive to their individual needs. Children enjoy many opportunities for physical play and exercise, and they are busy and active. For instance, children balance with care across stepping stones, and throw and catch balls.

Outcomes for children are good

All children develop the skills they need to be ready for the next stage in their learning, including starting school. In particular, they frequently practise early reading and writing skills. For instance, younger children eagerly explore the marks they make in sand with their hands, and older children learn to carefully write and recognise their name.

Setting details

Unique reference number	EY281084
Local authority	Devon
Inspection number	1070569
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	49
Number of children on roll	70
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	17 December 2014
Telephone number	01884 243712

The Woodside Centre registered in 2004 and is run by the Pre-School Learning Alliance as part of a Neighbourhood Nursery project, in Tiverton, Devon. The nursery is open each weekday from 8am to 6pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are 12 members of staff working directly with children. The manager holds early years teacher status, the deputy manager holds a relevant qualification at level 5, and nine staff hold relevant qualifications at level 2 or level 3. The setting also employs an administrator, cook and cleaner to support the staff.

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