

Woolstone Pre-school Playgroup

Woolstone Community Centre, Mill Lane, Woolstone, Milton Keynes,
Buckinghamshire, MK15 0AJ



Inspection date	2 July 2018
Previous inspection date	8 October 2015

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

- The manager is ambitious and strives to achieve high-quality provision. She evaluates the performance of the pre-school thoroughly and has a clear plan for further developments. Staff contribute to and share the vision for ongoing improvement.
- The manager works closely with her motivated team. Together they provide good care and learning opportunities for children. Robust systems for staff supervision are in place. Staff have had professional development opportunities to build their knowledge and skills. They say that they feel well supported in their roles.
- The manager monitors children's development well. She has an overview of the progress made by individual and groups of children. She uses this information to identify any gaps in provision effectively and successfully meet the needs of individual children. Children make consistently good progress from their starting points.
- The staff provide an exciting, stimulating and well-resourced learning environment. Children engage in purposeful play, self-selecting from a wide range of resources.
- Staff manage behaviour consistently well. They are good role models and use effective strategies to encourage children's good behaviour.

It is not yet outstanding because:

- Systems for monitoring the quality of teaching are not fully developed.
- At times, group sessions do not meet the needs of the youngest children.

What the setting needs to do to improve further

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

- monitor the teaching skills of staff more precisely to raise the quality of teaching to an outstanding level
- review adult-led group times for the youngest children to ensure they capture and maintain all children's interests.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching and jointly with the manager she evaluated the effectiveness of the staff's interactions with children.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident and knowledgeable about their individual responsibilities to keep children safe. They understand the need to protect children, such as from extremist views. Staff have a good knowledge of what to do and who to contact if they have a concern about a child's welfare. They work closely with parents and other professionals to meet all the children's needs. The manager identifies appropriate training opportunities for staff. These help to extend their knowledge and skills to improve outcomes for children. For example, staff attended a storytelling course. They now use stories more effectively, bringing them alive using props. This has had a positive impact on the development of the youngest children's speech and language.

Quality of teaching, learning and assessment is good

Staff are well qualified and know their key children well. They observe and monitor the progress of children accurately. Parents report that they feel well informed about their children's development. Planning is purposeful and links to the next steps for children's learning. Staff skilfully weave opportunities to target these in everyday activities. They provide exciting activities which engage children and follow their interests. For example, children plant and grow a variety of vegetables in the outdoor area. They use toy dinosaurs to create footprints in clay and compare their size.

Personal development, behaviour and welfare are good

Staff positively support children's social and emotional well-being. Children learn to be considerate of each other's feelings and ideas. They learn to take turns with their friends, for example, as they play games in small groups. Parents report that they are very happy with the support staff give to their children to help them adjust during their settling-in period. Children follow good hygiene routines and experience sociable snack and mealtimes. They make friends and learn about people, families and communities beyond their own experiences. For instance, children learn about Eid, Easter and Chinese New Year. This supports their understanding of their similarities and differences.

Outcomes for children are good

Children are well prepared for their future learning and their eventual move on to school. They are confident and demonstrate positive attitudes to their play and learning. Children develop their number skills. For instance, they count aloud to 10 and recognise numbers on hidden stones in the sand tray. Children have plenty of opportunities to develop literacy skills. For example, they hold books and turn the pages as they retell stories to their friends. They label their own pictures using the letters in their name. Children are inquisitive. For instance, they competently use the camera to take photographs of patterns that they find in their environment and share these with others.

Setting details

Unique reference number	141892
Local authority	Milton Keynes
Inspection number	1127133
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	29
Name of registered person	Woolstone Pre-school Committee
Registered person unique reference number	RP517353
Date of previous inspection	8 October 2015
Telephone number	01908 692476

Woolstone Pre-school Playgroup registered in 1997. The pre-school is open Monday to Thursday from 9.15am until 2.45pm and on Friday from 9.15am until 12.15pm. This is during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are five members of staff, of whom four hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 4.

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