

Woodlands Pre-school

Lavenham Way, Stowmarket IP14 2BZ



Inspection date	9 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Staff establish a very good understanding of children's specific needs. They link up successfully with parents, schools and many outside professionals to share in their expertise. This helps children who have special educational needs (SEN) and/or disabilities to benefit from carefully tailored teaching and specialist interventions.
- There are particularly rich opportunities for children to strengthen their social skills. For example, they delight in interacting with others during regular visits to a local residential home for older people.
- The manager and staff are very well supported by the management committee and moral is high. They demonstrate a strong commitment to driving the quality of the pre-school forward and often introduce new initiatives to enhance children's experiences.
- The two-way flow of information shared with parents is very effective. There are regular opportunities for parents and grandparents to contribute information to strengthen the assessments of their children's progress.

It is not yet outstanding because:

- Staff do not always make the most of opportunities to enrich children's awareness of different faiths and cultural events and practice.
- The management team has not yet embedded sharply focused monitoring systems to help to fully analyse information about the progress made by different groups of children.

What the setting needs to do to improve further

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

- enhance opportunities for children to broaden their awareness of different faiths and cultural events and practices
- embed monitoring procedures to analyse more precisely any gaps in the progress of different groups of children, so that teaching can be targeted and children make as much progress as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke to the staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the nominated individual and pre-school manager. She looked at relevant documentation, such as evidence of training and the suitability of staff.
- The inspector spoke to parents and grandparents during the inspection and took account of their views.

Inspector

Sarah Clements

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff and volunteers complete thorough checks to confirm their ongoing suitability to be in contact with children. The manager ensures all staff understand the policies and procedures to help guide their practice, such as dealing with, and reporting, accidents or concerns about children's welfare. Staff complete regular training and discuss safeguarding scenarios, which help them to understand how to report any concerns about the conduct of their colleagues. This helps to keep children safe. The well-qualified staff are deployed effectively throughout the session. They pay good attention to implementing the pre-school's recently reviewed procedures for supervising children during outings. Staff receive close mentoring and guidance from the manager, which helps to enhance their teaching skills.

Quality of teaching, learning and assessment is good

Staff effectively respond to children's spontaneous interests and plan successfully to build on these. This helps to ensure all children, including children who have SEN and/or disabilities are challenged and motivated to move forward in their learning. For example, when children show an interest in climbing, staff provide sturdy stepping stones with irregular surfaces to further extend children's physical skills. Staff listen carefully to children, model new words and explain their meaning during a fun rhyming game. This helps to promote children's good speaking skills and encourages them to be confident communicators. The well-resourced garden area is used to great effect to enhance the experiences of children who enjoy learning outdoors. For example, children enjoy discovering what happens when they roll conkers down a length of guttering pipe.

Personal development, behaviour and welfare are good

Staff provide purposeful opportunities for children to manage tasks for themselves. For example, they provide seating and space to make it easier for children to learn how to put on their wellington boots with increasing independence. Plenty of praise and encouragement helps to boost children's self-esteem and motivates them to have another go at mastering tricky tasks. Children often explore themes around healthy eating and keeping safe. For example, staff take time to speak to them about the origins of healthy food at snack time and remind them of the importance of sitting down while eating to avoid choking. Children's behaviour is very good. Staff are quick to offer clear explanations and guidance to help to reassure children if they become unsettled or frustrated.

Outcomes for children are good

Children, including those in receipt of early years pupil premium funding, make good progress from their starting points. They learn a wide range of skills that prepare them well for their future learning and eventual move to school. They learn how to recognise their own names in print to register for snack time and take care of hanging up their belongings. Children are active learners and become engrossed in activities and concentrate for extended periods of time. For example, groups of boys enjoy spending time exploring a tray filled with mud and talk together about mathematical concepts, such as adding more and less mud to their bowl.

Setting details

Unique reference number	EY551643
Local authority	Suffolk
Inspection number	10080847
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	36
Number of children on roll	66
Name of registered person	Woodlands Pre-School (Stowmarket) Committee
Registered person unique reference number	RP523295
Date of previous inspection	Not applicable
Telephone number	01449614470

Woodlands Pre-school registered in 2017. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The pre-school also employs a midday supervisor assistant and cleaner. The pre-school opens Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 8am until 6pm. Out-of-school provision is also provided. These sessions operate from 8am until 9am and from 3pm until 6pm during term time, and from 8am to 6pm during school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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