

Woodlands Pre-School Nursery

St. Bedes Catholic Primary School, Keepers Lane, Weaverham, Northwich, Cheshire, CW8 3BY

Inspection date	18/11/2014
Previous inspection date	06/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently of a very high quality, often inspirational. Staff use skilful questioning techniques to encourage children to think critically and creatively in their learning. As a result, children are enthusiastically motivated and very eager to learn.
- Staff provide a rich variety of challenging activities in an exciting and extremely stimulating learning environment. This results in children who are actively involved in their learning, making excellent progress.
- Management and staff provide a highly effective, secure and safe environment, so that children demonstrate they feel safe in their care. As a result, children are happy, settled and confident to explore their environment, preparing them well for the next stages in their learning.
- Partnerships with parents are highly valued by the management team. As a result, opportunities for parents to share information about their children and to become actively involved in their children's learning are promoted continuously.

It is not yet outstanding because

- Opportunities to encourage younger children's communication and language development and to strengthen their relationships and attachments with staff during some established routines are not fully embraced.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed play activities and staff interaction with children, both indoors and in the outdoor environment.
- The inspector held discussions with the manager, staff and children during the inspection.
- The inspector undertook a joint observation with the manager.
The inspector looked at a representative sample of documentation, including staff suitability records and qualifications, children's records, complaints and safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

Woodlands Pre-School Nursery opened in 1998 and is privately owned. It operates from a purpose-built mobile classroom in the grounds of St Bedes Catholic Primary School in Weaverham, Northwich. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens five days a week, from 9am to 12pm, term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 18 children in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently six staff working directly with the children, two of whom have appropriate early years qualifications at level 3 and one has Early Years Professional Status. The manager holds Qualified Teacher Status. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- develop further opportunities to encourage younger children's communication and language development and to strengthen their relationships and attachments with staff, for example by enhancing conversation with them in a relaxed atmosphere, particularly at snack times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are enthusiastic, highly motivated explorers of this exciting environment. They are confident learners who are able to solve problems and make decisions to develop their own ideas, to try new things and take risks to succeed. The quality of teaching is consistently of a very high quality. Children are supported by staff who value their opinions and ideas so much that activity planning is varied and changed by the children themselves. This leads to exciting, challenging and interesting play experiences for all children. For example, children express their interest in block play, in particular in building a railway track, station and tower, and make intelligent links from real life events to their play. An activity follows in the indoor environment using a wooden track made of blocks, a variety of brightly coloured trains, some station buildings and carriages. Children gather around the track and excitedly begin to build, adding various sizes of wood. They agree, 'we like building towers,' and become instantly engaged in their construction work. Children drive the trains over the bridge, back to the station. The carriages are various sizes and children are busy re-telling the story of a famous engine, using mathematical

terms to convey more and less, long and short. Interaction between staff and children is inspirational as they learn new words relating to numbers. The children add, subtract, recognise and sequence numbers, busily absorbed in their task of problem solving as a traffic light system is introduced to the track. Children solve their own problems about whether to stop or go at the junction. They are very creative in their play and enthusiastically embrace the challenge of where to build into their track a tower. Children discuss and share ideas about how safe and tall it should be, solve their own problems and find successful solutions as they agree on shoulder height. Children are well motivated, very eager to join in and consistently demonstrate their ability to be creative, think critically and sustain their thinking over a period of time. Staff value children's achievements highly, taking time to allow children to build, estimate and measure the construction against their own height. They make comparisons of size, as they recall proudly the sequence of events that led up to their rule of only shoulder height, which they have set for all future construction projects.

Exceptional educational programmes have depth and breadth across all areas of learning enhanced by a range of innovative resources to create stimulating exciting play activities for children. Staff have very high expectations of children. Using their expert knowledge of the areas of learning and a clear understanding of how children learn, they provide rich, varied and imaginative experiences for the children. The playroom is colourful and inspirational and children are fully involved in initiating their own play experiences and organising resources, supported by staff who value children's preferences and interests. There are separate areas of learning, enabling children to move independently between activities. In the reading area there is a rich variety of books on display, enhanced by puppets and soft toy characters from familiar stories. Staff have designed and created a home corner, which is transformed into a castle, by some very busy children pretending to be princesses. They find wonderful additional fun resources to bring their fairy tale to life, such as gowns and tiaras. They declare that 'Princesses need a pet and a handbag' and find a variety of soft toys, to fire the imagination, as children act out the role of a royal princess with innovative props. Bilingual books, factual books and a laptop computer complement children's cultural language and enrich children's understanding of the world.

Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. For example, children's individual progress is consistently shared with parents during individual meetings, which enables parents, staff and teachers to moderate assessments exceptionally well. This ensures all children, including those with Special Educational needs, are progressing exceptionally well towards the early learning goals and any gaps are closing rapidly. Children are working within the typical range, with some exceeding levels of development for their age. Communication and language development is effectively supported through songs, stories and literacy. This promotes children's personal and emotional development at an early age and strengthens attachments with adults. Children participate regularly in a school readiness programme with the Reception year teacher working jointly with staff in celebrating festivals and joining children at lunchtime in the summer term. In this way, children are developing an excellent level of confidence and independence in key skills and are exceptionally well prepared for school.

The contribution of the early years provision to the well-being of children

Staff are sensitive in helping children of all ages form secure emotional attachments, they provide a strong base for helping them develop their independence and ability to explore. Right from the start, settling-in procedures for new children are extremely well embedded and effective through discussions with parents to meet individual family needs. Parents are very complimentary about the high level of care staff provide. They say, 'My children adore coming here, they love spending time at pre-school.' Parents say 'The time our children spend here is very valuable in preparing them for school.' Children demonstrate they feel a strong sense of belonging and security in the pre-school. They are actively encouraged to develop independence and to care for their environment. Children are supported in keeping themselves and others healthy by learning to address their own personal needs. For example, they are supervised in the hygienic use of the toilets and are encouraged to wash their hands. This promotes well-being and limits cross-infection, instilling a healthy lifestyle for children. As a result, they develop self-help skills of independence and confidence in caring for themselves and others, appropriate to their age and level of understanding.

Children increasingly show high levels of self-control during activities and confidence in social situations. For example, during snack time, children serve themselves a choice of a vegetables and fruit, and pour drinks and lay tables. However, opportunities to further promote children's social and emotional development during this established routine are not fully embraced. For example, staff do not take every opportunity to enhance conversations with the children by sitting with them at the tables in the relaxed atmosphere provided at snack time. Staff model and consistently gives clear guidance on expected behaviour, providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships amongst children and their peers.

Children are developing a good understanding of how to manage risks and challenges relative to their age. In the outdoor area, children enjoy vigorous play in the fresh air. They push wheelbarrows, pretending to be firemen rushing to put out a fire. Children search for mini-beasts with magnifying glasses, while others play imaginatively with sand. In this way, staff actively promote physical development and a healthy lifestyle. There is a highly stimulating environment with child-accessible resources that promote learning and challenge children both inside and outdoors. Children run and chase each other and play skittles. They ride tricycles, scooters, play football and ball games, challenging one another in a light hearted, competitive way. Children are busy in their play, laughing and learning together, moving excitedly from one activity to another. Children's safety and safeguarding is central to everything staff do. They effectively support children's growing understanding about how to keep themselves safe and healthy. Tall, secure fencing and locked gates enclose the garden. A variety of mature trees and a wooden playhouse provide natural shade from direct sunlight, encouraging children to gather in small social groups to build dens and play with their peers. In this way, children are supported in forming relationships ready for the next stage in their learning journey, including school.

The effectiveness of the leadership and management of the early years provision

The safeguarding and security of children are a clear priority for the manager who has taken measures to ensure rigorous vetting procedures are in place. Risk assessments, both indoors and outdoors, are in place daily to ensure children are safe and secure at all times. She is able to demonstrate an excellent awareness and understanding of potential harm to children and confidence in dealing with any potential safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the pre-school, as they share concerns with staff with ease. Visitors are challenged and their identity checked. Security arrangements and effective procedures are in place to ensure children's safety. For example, the children's transitions, as children arrive and leave the pre-school, are managed exceptionally well. Staff maintain close supervision of children in the wider outdoor environment and ensure children leaving the premises are collected by parents or authorised adults.

The manager has an excellent understanding of her responsibility to ensure that her provision meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. She is a strong leader, who has a clear view of how to drive forward improvements for the benefit of children entrusted to her care. For example, an astute and targeted programme of professional development has been put together by the manager, to moderate areas of learning and assessment of children. This ensures staff are constantly improving their understanding and practice. An effective professional partnership has been created to enhance parents' knowledge and understanding of their children's learning. This results in children making excellent progress because of the high quality of teaching and learning experiences they receive from teachers and staff, who are enthusiastic and dedicated in their work. The management team has an excellent overview of the educational programmes in all areas of learning.

Children's additional needs are quickly identified and exceptionally well met through highly effective partnerships between staff, parents, and external agencies. This means that children are fully supported in their learning now and in the move to school in the future. Parents value the contributions staff make to their children's learning. They feel their children are safe and cared for by staff who 'are capable of looking after our children to a high level of care'.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY293256
Local authority	Cheshire West and Chester
Inspection number	861467
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Susan Jane McDonald
Date of previous inspection	06/12/2011
Telephone number	01606 784714

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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