

Inspection of Woodley Pre-School

Cuperham Infant School, Bransley Close, Romsey, Hampshire SO51 7JT

Inspection date: 8 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted on arrival by the warm and friendly staff. This helps children to separate confidently from parents. Staff actively promote children's well-being. If children are unsettled, or require extra support, they provide them with reassurance in the form of kind words and cuddles. This helps children to feel safe and secure.

Children learn about the world around them. Staff are committed to teaching children about diversity and the local community. Children benefit from visitors to the setting, including petting farms and people from the community, such as doctors. They learn about healthy lifestyles, particularly good oral health, through visits from community health development workers, who are 'Healthy Heroes'. Children are supported well when moving on to school. The manager has developed strong links with local schools. Teachers are invited to visit the pre-school, and staff and children regularly visit the school. This helps children to build relationships with school staff before starting and provides continuity of care.

Children with special educational needs and/or disabilities are supported very well. Staff quickly identify children who require extra help. They ensure that children are referred to other professionals in a timely manner. Children benefit from targeted support in the setting, which is tailored to their individual needs, such as speech and language groups. This helps children make good progress in their learning and development.

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

- The manager supports her team very well. She is committed to improving not only her own professional development but that of her staff. The staff benefit from regular appraisals and meetings. They receive mandatory training, such as safeguarding. Furthermore, there are opportunities for staff to develop their interests through relevant professional training courses. This helps to further enhance staff practice.
- The manager, leaders and staff consistently reflect on ways of enhancing the provision and have developed an action plan that identifies further ways the setting can improve over time. For example, local groups, such as 'Romsey Men's Shed', make resources for the pre-school's outdoor environment, including a tool bench. This supports children to experiment with a range of resources and learn to use them safely.
- Staff carefully sequence learning as they provide opportunities for children to learn about planting. Children demonstrate prior learning and knowledge as they plant lettuce seeds. Staff skilfully recap on prior learning and use open questioning techniques, designed to promote independent thinking. Children are

articulate when explaining that plants need water and sun to grow. However, staff do not consistently capture learning opportunities that introduce mathematical language or concepts such as size and capacity to build on what children already know.

- Children are confident communicators and benefit from a language-rich environment. Staff promote language and communication very well. They model language effectively. During adult-led activities, staff introduce new words to children. For instance, during a planting activity, staff model new words such as 'seeds' and 'compost' to describe the planting process. This supports children to gain deeper knowledge of words and their meaning.
- Staff provide regular opportunities for children to access fresh air and exercise. Children show enjoyment as they run around the outdoor environment, They enthusiastically join in with group activities, such as washing toy cars. This helps them to develop gross and fine motor skills, using a variety of tools that staff have thoughtfully provided, such as different-sized brushes and sponges. Children enjoy playing in the mud kitchen. Staff are active participants in children's imaginative play.
- Overall, children behave well and show that they understand what is expected of them. They generally play well alongside and with each other. However, on some occasions, inconsistencies in how staff manage challenging behaviour lead to children being disruptive. For example, some children struggle with sharing and following instructions. This is not consistently challenged by all staff. As a result, children do not always understand behavioural expectations.
- Partnership with parents is a key strength of the pre-school. Staff share detailed information about what children are experiencing at the setting and what they want children to learn next. Parents are invited to events organised by leaders, such as fundraising for the pre-school. This helps parents to feel included and part of a community.

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:

- provide children with a more consistent approach, and clearer explanations, to help them to manage their own feelings and behaviour and to understand the impact their behaviour has on others
- enhance the curriculum to further develop children's understanding of early mathematics.

Setting details

Unique reference number	EY271494
Local authority	Hampshire
Inspection number	10335503
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	54
Name of registered person	Woodley Preschool Committee
Registered person unique reference number	RP904089
Telephone number	01794 512396
Date of previous inspection	19 June 2018

Information about this early years setting

Woodley Pre-School registered in 2004. It is managed by a voluntary committee and is located in the grounds of an infant school in Woodley, Hampshire. The pre-school is open each weekday during term time, from 9am to 3.15pm. 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 eight members of staff, all of whom hold relevant qualifications. The manager holds a level 4 qualification. Two staff members hold qualifications at level 6, one holds a qualification at level 4 and four hold qualifications at level 3.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views on the pre-school with the inspector.
- The inspector looked at relevant documentation and took this into account in their evaluation of the pre-school.

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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