

# The Woodland Pre-School

Guide and Scouts Centre, Coates Lane, Downley, High Wycombe, Buckinghamshire,  
HP13 5UX



<b>Inspection date</b>	5 May 2015
Previous inspection date	10 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide interesting and challenging experiences for all children. As a result, children are making good progress, given their starting points.
- Staff have strong relationships with parents and have developed a positive two-way flow of information. This helps to provide continuity in children's learning.
- Staff provide welcoming environments both inside and out. This helps staff to incorporate children's preferred learning styles and supports their all-round development.
- Staff promote children's healthy lifestyles well. They provide access to regular outdoor play, which helps them to get plenty of fresh air and exercise.
- Staff and the management team have a good understanding of the procedures to follow if they have concerns about a child's welfare. Therefore, they safeguard children's welfare and well-being well.
- The management team has developed strong relationships with other professionals. This helps them to provide a cohesive approach to meeting the needs of all children, including those with special educational needs and/or disabilities.
- The management and staff evaluate on their practice, with the support of parents, children and other professionals, to identify their strengths and areas for development. This helps them to reflect on, and develop, their practice and drive improvements.

### It is not yet outstanding because:

- Staff do not always use skilful questions, particularly during group activities, to give children even more opportunities to respond with their own knowledge and thoughts.

PROTECT – INSPECTION

## What the setting needs to do to improve further

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

- enhance staff's questioning techniques during group times to maximise children's opportunities to respond using their own knowledge and thoughts.

### Inspection activities

- The inspector observed children's activities, indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, suitability records, policies and procedures and learning and development.

### Inspector

Helen Harnew

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**Inspection findings****How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of the educational programme provided is strong. Staff plan exciting activities and provide a wide range of resources to extend children's learning in all areas. They read children familiar stories, using actions and voices in the story to ignite children's interest in books. They lead group sessions where they encourage children to coordinate and move their bodies to make different shapes. Staff introduce measures and counting as they compare the sizes of different bean stalks, and link these activities to familiar stories. Outside, children learn to plant and grow their own runner beans. Staff provide visual instructions to give them more independence in the activity and children follow them well. This helps children begin to learn that print has meaning. Staff generally use skilful questioning to extend children's learning. However, this is less consistent during group activities and, therefore, at these times their questions do not always maximise children's opportunities to share their own knowledge. Staff provide parents with plenty of ideas and opportunities to continue their child's learning at home. For example, they suggest that parents visit a garden centre over the weekend to extend children's learning about plants and growth.

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

Staff form very close relationships with children, which helps them to settle in quickly on arrival. Staff use good opportunities to build children's independence. For example, during snack times, children learn to carefully cut up their own fruit, such as bananas, and they pour their own drinks of water or milk. This helps children to learn new skills before moving on to school. Staff plan stimulating activities to help children learn how to keep themselves safe. For example, they invite people into the pre-school from the community, such as fire fighters to talk to the children about fire safety. Staff consistently remind children to share and take turns. This helps them learn to behave well. Staff share plenty of information between parents and other professionals, such as carers and teachers from other settings, to promote continuity in meeting children's care and learning needs.

**The effectiveness of the leadership and management of the early years provision is good**

The management team has a good understanding of the requirements of the Early Years Foundation Stage. They monitor staff's planning and assessments to help to ensure they are consistently precise and accurate. They follow robust recruitment and vetting procedures, which help them to check the suitability of staff. The manager carries out supervision meetings to monitor staff performance and books training sessions to help improve their practice. Information is shared between management and staff to help improve staff practice and the outcomes for children.

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**Setting details**

<b>Unique reference number</b>	EY245811
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	832964
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	47
<b>Name of provider</b>	The Woodland Pre-School Committee
<b>Date of previous inspection</b>	10 May 2012
<b>Telephone number</b>	01494 521953

The Woodland Pre-School is a registered charity in operation since 1979. The community pre-school operates from a single storey building, owned by the Guide and Scout Association, close to the centre of Downley village, near High Wycombe, in Buckinghamshire. They open five days a week, during school term times only. Sessions are between 9.15am and 12.15pm, with an optional lunch club until 1.30pm. The pre-school employs 12 permanent members of staff who work with the children and an administrator. Out of these staff, eight have relevant childcare qualifications, including two with Qualified Teacher Status.

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