

Woolton Hill Preschool

The Church Hall, Woolton Hill, Newbury, Berkshire, RG20 9XF



Inspection date	26 September 2016
Previous inspection date	13 December 2012

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 leadership team holds one-to-one meetings, supervisions, appraisals and regular training to ensure that staff are, and continue to be, suitably qualified to meet children's individual needs.
- Staff are quick to react appropriately when children need medical attention. They work effectively with other agencies when addressing children's special educational needs.
- Children's safety and security are well maintained. Staff complete risk assessments and review any incidents and accidents to reduce and remove any hazards.
- All children make good progress in their learning and development. For example, staff use children's interest in wild animals to extend their understanding of different climates and habitats as they link penguins with ice and zebras with grasslands.
- Staff create a harmonious, caring environment where every child is valued. Parents say that they feel welcome and involved.

It is not yet outstanding because:

- Staff do not build on the opportunities that children create to help them think about the choices they can make. For example, they do not ask children how they plan to do things, solve problems or ask them to review how well an approach worked.
- Staff do not gather precise information from parents about what their children already know and can do when they start attending, to encourage a shared approach to their children's learning and to measure their ongoing progress.

What the setting needs to do to improve further

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

- help children to solve problems as they design and create projects of increasing complexity
- gain more detailed information from parents about what children can already do when they join the setting to give a clear baseline to measure their future progress.

Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's learning and development.
- The inspector reviewed records and procedures relating to safeguarding, risk assessment, health and safety, and discussed a range of other procedures relating to children's safety and welfare with the leadership team.
- The inspector sampled documentation, including children's records, the leadership team's planning and evaluation of activities, and how information is exchanged with parents.
- The inspector took account of the views of parents and carers spoken to on the day and reviewed written communication from parents.
- The inspector observed practice with the managers and discussed how their training and experience raised outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The leadership team works very well together, knowing and complementing each other's strengths and drive for improvement. The manager and senior colleagues contribute a wealth of experience, and over many years they have created exciting learning environments for children to explore. The deputy manager is working towards a higher qualification. She has a very positive impact on raising the quality of teaching and children's learning even further. Safeguarding is effective. The committee of parents that manages the pre-school is dynamic and successful in evaluating all areas of the provision and improving policies and procedures to help staff raise outcomes for children.

Quality of teaching, learning and assessment is good

Skilled, capable staff observe children carefully and get to know their individual needs and achievements. They identify children's next steps in learning and share these with other staff and parents. This helps to support continuity in children's learning. Staff are currently trialling new systems for monitoring children's progress. This is helping them to evaluate the impact of their teaching on the progress that individual children make. Staff provide regular, additional small group activities designed to improve outcomes for children. They reliably identify children whose learning and development are not at a typical level for their age and secure timely interventions to ensure those children make sufficient progress. Long-established and effective partnerships with local schools help staff to prepare children for this big change in life.

Personal development, behaviour and welfare are good

Staff are very effective in helping children feel secure, happy and excited by their play. They develop good, nurturing relationships with all the children, who behave very positively. Children's physical well-being is given a high priority. Staff organise daily access to vibrant and varied resources outdoors and in the large hall to provide interesting and challenging experiences for children. For example, staff encourage children as they learn to balance, climb and ride. Children learn about safety and take well-supervised risks in their play. Staff treat children with a great deal of respect. Older children offer support and kindness to the younger children without being asked to.

Outcomes for children are good

Children make particularly good levels of progress in their listening and speaking skills. They sit, concentrate, listen and learn well; for example, they master new rhymes, enhance speech skills and express themselves in English and French. Children learn a good range of skills that prepare them well for school. They manage their own care needs with greater independence and confidence. They willingly have a go at new activities as they play, explore and cooperate with friends.

Setting details

Unique reference number	507954
Local authority	Hampshire
Inspection number	1058774
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	37
Number of children on roll	23
Name of registered person	Woolton Hill Pre-School Committee
Registered person unique reference number	RP519741
Date of previous inspection	13 December 2012
Telephone number	01635 254721

Woolton Hill Preschool opened in 1983 and is managed by a parent committee. It operates from the church hall in the village of Woolton Hill near Newbury and is situated next door to the local infant school. The pre-school operates Monday to Thursday from 8am to 3pm, and on Friday from 8am to 12.30pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. All six staff hold appropriate qualifications at level 3 and the deputy manager is studying for a degree.

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