

Inspection of Woodcroft Pre School and Wrap around care

Woodcroft Primary School, 37 Woodcroft Lane, WATERLOOVILLE, Hampshire PO8 9QD

Inspection date: 26 April 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop positive attachments with staff. The caring and dedicated staff ensure that every child is nurtured, and their individual needs are met. For example, they work closely with outside agencies and parents to support children with special educational needs and/or disabilities (SEND). This helps children to feel safe and secure, meaning they settle well.

Children and babies demonstrate a love of books and stories. This is supported by enthusiastic staff who use different voices to promote their engagement. Stories are supported with props to extend children's understanding. For instance, children enjoy listening to stories and use props to act out the story. Babies enjoy music and movement. For example, staff sing familiar songs that babies enjoy dancing along to. This supports children's communication and language development.

Children gain a good awareness of healthy living. For instance, they learn about good oral health and understand the importance of brushing their teeth. Children follow good hygiene practices and staff talk to them about healthy eating. For example, children enjoy choosing and talking about what fruit they will have for their snack. They are given plenty of praise to help raise their self-esteem. For instance, staff say 'Well done!' when children independently wash their faces after lunchtime.

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

- The provider, who is also the manager, failed to notify Ofsted of additional company directors. This breaches a requirement of the early years foundation stage. However, it does not impact on children's safety. Directors do not work at the setting and are not present at the setting when children are there. The manager ensured that each director completed the required application to Ofsted during the inspection. The leaders are robust in ensuring children's welfare and safety. For example, they do not allow staff members to work alone, and door entry procedures ensure that only known people are permitted to enter the setting.
- Leaders work alongside their team. This means they constantly observe the quality of teaching delivered, and supervision sessions are ongoing. Additionally, leaders share research and training opportunities with staff to enhance their continuous professional development.
- Leaders and staff clearly identify what needs to be learned by all children, including those who speak English as an additional language. However, they do not actively include important words in children's home languages when teaching. This does not help children who speak English as an additional language to understand activities and does not value their home language or

enhance their communication skills.

- The support in place for children with SEND is excellent. Leaders are relentless in their pursuit of removing barriers to learning. Links with external professionals are robust. Children with SEND flourish and make good progress.
- Overall, all children are engaged in the learning opportunities that staff carefully plan for them. However, staff do not organise changes in routine well to engage all children and help them understand what is expected of them. For instance, when being asked to tidy up, children wander aimlessly, and their engagement lacks during this time. This means that, during changes in routine, the environment becomes a little chaotic, and learning is not as purposeful. This disrupts children's learning and the overall progress they make.
- Leaders and staff use additional funding effectively to meet the individual learning needs of children. For example, they provide children with resources that support their individual care and learning needs. As a result, children make progress.
- The key-person system works well. Parents report that in-depth daily communication means they always know about their child's day at pre-school. They appreciate the support that the leaders and staff give to them as a family.
- Staff liaise with parents to ensure that they know about children's home life and plan opportunities to broaden their experiences. For instance, all children have opportunities to play outside every day and are supported to access the outside. For example, funding is used to provide the children with wet weather clothing.
- Children receive plenty of physical exercise and fresh air and form positive friendships. For instance, they enjoy working together to walk along and balance on the logs; they help each other holding hands as they step to the next log. This supports children's physical development.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and suitable. Leaders ensure that staff keep their child protection knowledge up to date. Staff are aware of the signs and symptoms that a child may be at risk of harm. They know the referral procedure and understand the steps to follow if there are concerns about a colleague. Staff conduct daily risk assessments. They teach the children about how to keep themselves safe while playing outdoors. Staff are deployed well to support the needs of all the children. Recruitment processes are robust, and all staff have stringent checks to ensure that they are suitable to work with children.

What does the setting need to do to improve?

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

- improve teaching to ensure staff continuously support children who speak

English as an additional language

- review and improve the organisation of changes in routine to ensure all children are engaged and understand what is expected of them during these times.

Setting details

Unique reference number	EY339593
Local authority	Hampshire
Inspection number	10280698
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 11
Total number of places	60
Number of children on roll	116
Name of registered person	Woodcroft Pre-School And Wrap Around Care
Registered person unique reference number	RP526451
Telephone number	02392595665
Date of previous inspection	25 September 2017

Information about this early years setting

Woodcroft Pre-School and Wrap Around Care registered in 2006. The pre-school is situated in Woodcroft Primary School in Waterlooville, Hampshire. The pre-school is open all year from 7.30am to 6pm. The setting also provides breakfast and an after-school club. There are 14 staff, 11 of whom hold level 3 or above childcare qualifications. The pre-school receives funding for the provision of early years education for children aged two, three and four years.

Information about this inspection

Inspector

Nicole Atkinson

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 the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of group activity with the supervisor.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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