

# Putnoe Woods Preschool

Bedford Athletic Rugby Club, Wentworth Drive, BEDFORD, MK41 8QA



## Inspection date

6 October 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- There are extensive procedures in place for recruiting new trustees and staff. The board of trustees comprises of individuals with diverse skills who lead the pre-school with confidence and a clear sense of direction. All staff and trustees have high ambition and demonstrate a strong desire to sustain ongoing improvement in the quality of care for children.
- Relationships with parents are strong. They praise the staff and their very attentive care for children. Information is shared in a variety of ways to help engage all families. Close partnerships with other professionals and local schools help staff to support children effectively.
- Staff provide an array of interesting activities that support children to be inquisitive, curious and creative. They act out shopping trips and make imaginary dinners consisting of leaves mixed with 'gravy'.
- Staff foster children's communication and language skills well. There are comprehensive support plans in place for children who need extra help. The good quality teaching helps children to express themselves and make connections with staff and their peers.
- Staff plan creative ways to encourage healthy lifestyles and exercise to support family engagement. Children and their families talk with enthusiasm about the recent sports day and how they took part in races.

### It is not yet outstanding because:

- The new ways for monitoring children's progress are still in their infancy. Staff are not yet fully using the information they gather to review the progress made by different groups of children.
- Staff do not always encourage children to build on their fascination for technology to develop their skills further.

## What the setting needs to do to improve further

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

- use information gathered from assessments more effectively to identify the progress made by different groups of children more precisely
- build on children's obvious interest and awareness of technology, enhancing their understanding and learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the special educational needs coordinator.
- The inspector held a meeting with the manager, the chair of the board of trustees and the pre-school's special educational needs coordinator. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of trustees and staff working in the pre-school.
- The inspector spoke to children and a small selection of parents during the inspection and took account of their views.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management is good

Trustees, managers and staff have a very secure awareness of child protection issues. They are vigilant in identifying and reporting any concerns about children's welfare. Staff have a comprehensive knowledge about the Local Safeguarding Children Board procedures and remain aware and informed of important issues to help protect children. Arrangements for safeguarding are effective. Supervision for staff is supportive and helps them to reflect on their work and identify their training needs. Staff undertake regular professional development to enhance their knowledge and skills. The manager and deputy manager have high levels of qualification. They use their very good knowledge to model good practice and to support the staff team.

### Quality of teaching, learning and assessment is good

Children learn in a colourful and vibrant environment. They make good progress in their learning, supported by the high-quality teaching they receive. Children in receipt of early years funding and children who have special educational needs or disability make significant gains from their individual starting points. Staff offer swift support where children's development does not match expected progress. Children take great pleasure in moving between the outdoor and indoor environments as their interests develop. Babies enjoy blowing bubbles and watching other bubbles rise in a lit-up water tube. They examine things closely and delight in their ability to control toys and equipment by pressing buttons on and off.

### Personal development, behaviour and welfare are good

Children form very close relationships with staff. The key-person arrangements are effective in supporting children's needs. They settle quickly and display their obvious contentment as they smile and laugh loudly when they play with staff. Children have good opportunities to develop their physical skills. The outdoor environment challenges children, promoting their ability to identify and manage small risks independently. Children eat healthy, balanced and nutritious meals that are carefully prepared to suit their diverse dietary needs. Behaviour is good. Staff encourage children to play harmoniously together and develop an understanding and respect for each other.

### Outcomes for children are good

All children at the pre-school develop well. They are settled and secure and display high levels of self-esteem as they make decisions about where they play and what they play with. Children use all of their senses to explore natural materials. Babies squeal with delight as they put their bare feet into cornflour mixture and feel the cold, slippery sensation between their toes. Older children develop the skills they need to be successful in their future learning and for their eventual entry to school.

## Setting details

<b>Unique reference number</b>	EY483058
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	993862
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Putnoe Woods Preschool Limited
<b>Registered person unique reference number</b>	RP531933
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01234 267832

Putnoe Woods Preschool was registered in 2014 and is operated by a board of trustees. The pre-school employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including the deputy manager who holds a level 5 qualification and the manager who holds a level 4 qualification. The pre-school opens from Monday to Friday all year round. Core sessions are from 9.30am until 12.30pm and 12.30pm until 3.30pm with extended provision between 8am and 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and children who have special educational needs or disability.

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