

# Woodpeckers Preschool

Quaker Lane, Cranbrook, Kent TN17 2HF



<b>Inspection date</b>	1 July 2019
Previous inspection date	1 July 2015

<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
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff establish outstandingly secure and trusting relationships with children. They get to know their individual personalities incredibly well. Children are extremely happy and have exceptional levels of well-being and self-esteem.
- All staff establish positive partnerships with other early years professionals. They communicate regularly with staff at settings children also attend. For example, they share children's next steps in their learning. This helps provide children with a consistent approach to their shared care and learning experiences.
- The manager and staff evaluate their practice together effectively. They hold daily discussions to review how well the day's events motivated children to learn. Staff use their findings to support their future performance. This helps keep children engaged in their learning opportunities and supports them to make good progress.
- Staff support all children to develop very good communication skills. For example, children are extremely excited to make up their own rhymes and share their 'raps' with their friends.
- Children have good opportunities to develop their early reading skills. They have a keen interest in a wide range of reading materials and recognise simple words with confidence.
- Children have good opportunities to explore and investigate the natural world. For instance, they enjoy participating in regular bird-watching activities. Children enjoy watching their caterpillars flourish into butterflies as they learn about life cycles.
- Staff do not consistently extend children's mathematical skills to support their future learning even further, such as using mathematical language as they play.
- Staff do not make the most of ways to fully inform parents of their children's new learning experiences to support continued learning at home.

## What the setting needs to do to improve further

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

- extend children's opportunities to gain a greater understanding of more complicated mathematical skills to help prepare them for their eventual move to school
- strengthen the already good partnerships with parents and share children's learning experiences with them more consistently.

### Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff are keen to build on their skills and knowledge even further. They attend regular beneficial training. For example, recent training has developed staff's understanding of how to successfully develop children's confidence and promote their problem-solving skills. The manager closely monitors the quality of care and teaching staff provide children. For example, she carries out daily observations of their practice. She provides staff with helpful advice to support their practice. Staff use additional funding effectively to meet children's individual needs. For example, they have brought in outside agencies to provide group exercise sessions to support children's social skills and confidence in larger team games. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Staff manage transitions and changes in routines effectively, for example, children moving from indoors to outdoors are well supervised and remain occupied.

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

The manager and staff closely monitor and track children's individual and specific group progress well. This enables them to quickly identify any gaps in their development and provide children with good support to close gaps promptly. All children make good progress, including those with special educational needs and/or disabilities. Staff use the local environment to extend children's ideas and learning. For example, when children are interested in insects, they go on to enjoy a visit from a beekeeper. Staff support children to gain good skills to help prepare them for their eventual move to school. For example, children write their name and simple words with confidence.

### Personal development, behaviour and welfare are outstanding

Staff are inspirational role models. Children are extremely polite and their behaviour is impeccable. Children have exceptionally good opportunities to challenge their physical skills. For example, they climb and balance on large obstacles, such as tractor tyres, trees and ladders, and they use stilts with excellent levels of confidence. Children play exceptionally interesting team games, such as cricket and rugby. Children have excellent opportunities to develop their understanding of the importance of healthy lifestyles. For instance, they discuss the benefits of different food groups to their bodies. Children have outstanding opportunities to develop their understanding of other people's similarities and differences. For example, they explore Croatia's different traditions of Christmas, such as polishing and placing pennies in their shoes for St Nicolas.

### Outcomes for children are good

All children make good progress. Children develop good skills to support their future learning. For example, children independently choose their play and complete their own tasks. Children are kind and empathetic. They are part of the community and enjoy regular visits from the guide dog society, to learn the importance of supporting people with poor eyesight. Children enjoy participating in simple science experiments, for example, they investigate how they can melt ice and then solidify it again.

## Setting details

<b>Unique reference number</b>	127786
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063749
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Woodpeckers Pre-School and Cranbrook Baby and Toddler Group Committee
<b>Registered person unique reference number</b>	RP519608
<b>Date of previous inspection</b>	1 July 2015
<b>Telephone number</b>	01580 720195

Woodpeckers Preschool registered in 1998. It is located in Cranbrook, Kent. The setting is open Monday to Friday from 8.30am to 4pm, term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, all of whom hold a relevant early years qualifications at level 3 or above. This includes one member of staff who has an early years qualification at level 4, one at level 5 and one member of staff holds an early years degree at level 6.

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