

# Inspection of Woodpeckers Preschool

Quaker Lane, Cranbrook, Kent TN17 2HF

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Inspection date: 27 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time at this friendly, welcoming nursery. They benefit from a wide range of opportunities to learn about the world around them. Children explore and make discoveries about wildlife and the natural world. For example, they find out about pine cones and chestnuts. Children observe daffodils growing in spring and strawberries growing in summer. They learn of the changes that the seasons bring, and consider the effect it has on their senses.

Children benefit from good-quality teaching which supports their learning and the good progress they make. Staff use skilful questioning that extends critical thinking. Children are engaged in activities for extended periods of time and enjoy the challenge of teamwork and independence. They develop skills that prepare them for the next stage in their learning. Children become confident by learning skills in independence. For example, they know where to find equipment, such as magnifying glasses and binoculars, so that they can explore things found in the garden.

Children behave very well. They make friends easily and form close attachments to the staff. Children demonstrate that they feel safe at nursery. They approach staff readily for reassurance and comfort, knowing their needs will be met and staff will respond accordingly.

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

- Staff celebrate children's individual characters and praise them for their achievements. For example, children share their learning experiences from home and enjoy speaking confidently in front of their friends. Others learn to listen about what makes children the same and different and what features they have that make them unique.
- Children benefit from a group circle time where they listen well and gain opportunities to learn new concepts. They observe butterflies in their cocoons, ready to hatch. Older children enjoy learning new and complicated vocabulary, such as having to be careful of the butterfly's 'delicate' wings. On occasion, due to the organisation of groups, staff do not challenge older children's thinking to the highest level.
- Staff expose children to a language-rich environment. Children learn new words, which they repeat back in their own speech and apply to their writing. Children listen to how sounds rhyme to develop their awareness of letters and sounds. They compare the start sounds of words and collect their own labels to attempt to form letters, for their own and their friend's names.
- Children begin to learn about the world around them. They are fascinated by the wildlife in the garden and enjoy watching the tractor in the neighbouring field.

Children visit the local library and enjoy outings to the farm. However, staff plan fewer opportunities to help children to develop a broader understanding of communities and diversity beyond their own experience and in the wider world.

- Staff encourage good behaviour and manners. For instance, children know the pre-school rules well. They use quiet, indoor voices and know that it is not safe to lean back in their chairs. They understand the safety aspects involved. Staff encourage children to share by teaching them to collect their own sand timers. Children inform one another that they will have their turn until the sand runs out, before passing the resource over for their friend to enjoy.
- Parents praise the staff for their effective communication. They share in the opportunity to consider next steps for children's learning. Staff take the time to speak with parents about their child's day. They send photographs and videos of their children learning new skills in their daily experiences at the pre-school.
- Leaders ensure that children with special educational needs and/or disabilities receive the support that they require. They work alongside staff to observe children and identify possible gaps in their learning. Staff feel valued by the time and resources offered, to maintain high-quality provision for all children. They attend training to offer a consistent approach, that ensures children feel safe and secure. This enables children to gain the skills needed to make good progress in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities towards the children in their care. They risk assess daily to ensure that the premises are safe and secure. Staff supervise children effectively throughout the day. They complete regular safeguarding training and are confident about what actions they would take, should they have any concerns about children's welfare. There are reminders for how staff can action policies, for example via displays and information in staff areas. Staff ensure that children understand safety during warm weather conditions. For example, they check if children have sun cream applied regularly and ensure children independently remember to collect their hat before going outside.

## **What does the setting need to do to improve?**

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

- review arrangements for children's learning during group times, to identify how to challenge older children even further
- support children's awareness of the world further through learning experiences that focus on cultures, diversity and people beyond their immediate experience.

## Setting details

<b>Unique reference number</b>	2552066
<b>Local authority</b>	Kent
<b>Inspection number</b>	10215754
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Woodpeckers Preschool CIO
<b>Registered person unique reference number</b>	2552065
<b>Telephone number</b>	01580 720195
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Woodpeckers Preschool registered in 2019 and is situated in Cranbrook, Kent. It operates Monday to Friday during term time only from 8.30am until 4pm. The pre-school accepts funding for the provision of children aged two, three and four years. Seven members of staff are employed to work with children. Of these, six hold an appropriate qualification to at least level 3.

## Information about this inspection

### Inspector

Kate Williams

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents 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 nursery.

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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