

Inspection of Woodbank Preschool

Woodbank Youth Centre, Turncroft Lane, Offerton, Stockport, Cheshire SK1 4BN

Inspection date: 24 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Staff form close relationships with children at the setting. They offer cuddles to help children feel settled and secure. Children are happy and safe. Staff are sensitive to children's needs. They know children well, which helps them to understand their individual preferences.

Staff offer children a range of opportunities. For example, children have dedicated lessons in food technology and go on visits to the local park. They meet local volunteers who share gardening knowledge and skills. This helps children to develop a broad range of knowledge and understanding of the natural world. Children generally behave well. Staff praise their positive behaviour and children develop good manners.

Children explore a variety of spaces at the setting, including a large hall and a sensory room. This provides tailored spaces for children to eat, relax or play. Staff help children to develop a range of skills. For example, they model different moves as children take part in yoga classes. This helps children to develop their physical skills and positive mental well-being. Staff encourage children to develop a love of books, which forms a key part of the curriculum at the setting. Older children look at books independently, showing a keen interest in stories. High expectations and the broad curriculum support children's development.

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

- Focused teaching is of high quality. For example, staff teach children how to make the sounds that different letters make. They use soft toys beginning with each letter to help support this. However, at times staff do not engage with children during free play, to help extend their learning even further. This means that children often lead their own learning without adult support.
- At mealtimes, staff hold engaging conversations with children. For example, older children talk about their home lives and about the food they eat. This supports their social skills and communication. However, staff do not set the very highest expectations for younger children. For example, children take drinks from others and pull chairs away from other children. This means that younger children are not learning expected behaviour to help prepare them for their transition into the next room.
- Children develop good independence skills. Older children wash their hands skilfully and put on their own coats and shoes. Familiar routines allow children lots of opportunities to practise these skills. This helps to prepare older children for the transition to school.
- Children with special educational needs and/or disabilities (SEND) make good progress. Staff focus on their next steps, which precisely target what children

need to learn next. The setting works closely with other agencies and parents to provide effective support. Children with SEND make good progress in their learning.

- Children develop positive attitudes towards learning. For example, younger children are eager to sit with staff as they listen to the story 'Dear Zoo'. Staff read in an engaging manner, using props to support the storytelling. This helps to develop children's communication and early literacy skills.
- Parent partnerships are strong. Parents comment positively on the learning that takes place. Staff communicate regularly with parents. For example, they share information with parents on how they can help children practise the sounds that letters make. This means that learning is consistent between the setting and home.
- Staff take part in a variety of training, which helps them to meet the needs of the children. For example, staff have taken part in training to help them support children's positive well-being and health. This helps staff to continually develop their practice in order to support children's personal development.
- Additional funding is used well to support disadvantaged children. For example, the setting uses funding to provide additional staff, who are able to offer one-to-one support. This meets children's unique needs and helps them to achieve well.
- Staff feel supported in their roles. Reasonable adjustments are made, where necessary, so that staff can fulfil their roles effectively. This helps staff to deliver the best possible care for children.
- The provider failed to notify Ofsted of some changes to their registration. This includes the space available for children, a change to management and information about the provider. These changes do not have any significant impact on the provision for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the curriculum to support children's learning through consistently high-quality interactions from staff
- set the highest expectations for younger children to support their transition to pre-school.

Setting details

Unique reference number	307205
Local authority	Stockport
Inspection number	10335822
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	2 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	Hill, Deborah
Registered person unique reference number	RP512305
Telephone number	07786062487
Date of previous inspection	28 June 2018

Information about this early years setting

Woodbank Preschool registered in 1992 and is situated in Offerton, Stockport. The setting employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three hold level 5, two hold level 3 and one holds level 2. The setting opens Monday to Friday from 9am to 3pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the provision.
- Members of the management team and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with members of the management team.
- The management team provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024