

# Wellington Community Playgroup Pre-School

Wellington Youth Centre, Mantle Street, WELLINGTON, Somerset, TA21 8SW

<b>Inspection date</b>	11/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and have good relationships with each other and staff.
- Staff have a good understanding of how children develop. They plan and provide challenging and enjoyable experiences for each child to learn and develop.
- Overall, the indoor and outside environment provides good learning opportunities for all children and is very well supported by staff.
- A well established key person system is in place which supports good relationships with children and families.
- The management team is effective which supports the overall day to day running of the setting, while maintaining children's safety, experiences and developmental progress.

### It is not yet outstanding because

- Opportunities for children to extend their understanding of letters, names and labels in the garden are not fully explored, to provide consistently interesting experiences.
- Although staff discusses children's progress regularly with parents, there are fewer opportunities for parents to contribute to their children's 'Learning Journey' by sharing what the children are learning at home.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the setting and in the garden.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection, during and after activities.
- The inspector looked at documentation, including progress records and planning documents and discussed these with staff.

## Inspector

Marie Bain

## Full Report

### Information about the setting

Wellington Community Playgroup Pre-School registered at these premises in 2013 and originally operated at their previous premises since 1992. This parent committee run pre-school now operates from rooms within the Wellington Youth centre, Wellington, Somerset. Children have use of an entrance hall, two main play rooms and toilet facilities. There is an enclosed outdoor play area at the back of the premises. The playgroup is registered on the Early Years Register. The playgroup is in receipt of funding for the provision of free early education for three and four-year-old children. The playgroup is open Monday to Friday, term time only from 8am to 4pm. There are currently 22 children on roll, all of whom are in the early years age range. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The parent committee employs a manager who has Early Years Professional Status, and nine members of staff, the majority of whom hold a recognised childcare qualification.

### What the setting needs to do to improve further

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

- develop further children's awareness of letters, names and labels in the outdoor environment.
  
- encourage parents to share what they know about their child's learning at home and use this shared knowledge to plan ideas together to support children's future learning and development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children gain independence as they freely access a wealth of good resources in the welcoming, attractive, child-friendly environment. Staff organise the indoor and outdoor areas effectively to enable children to make good progress in all areas of development. Staff support children in their chosen activities as they demonstrate a good understanding of the Early Years Foundation Stage and how children learn. They provide a balance of child initiated and adult-led play as they interact in children's play. This helps ensure that children are working within a range of development expected for their age.

The quality of teaching in the pre-school room is good. Staff provide stimulating and challenging activities for children that promote their learning well. Children are confident as they move around the playrooms, selecting activities and resources of their choice. They thoroughly enjoy playing in the home corner, acting out 'home scenes' such as putting food in the oven and the baby doll in the high chair. The role play area next to the home corner is frequently changed into various different places such as a vet, a shop, a hairdressers and doctors to emulate relevant events in the children's lives. Staff understand that children need to rest during their busy day at pre-school; consequently, they provide children with opportunities to relax in the rest area. A cosy and well-stocked reading area is available and children enjoy story times as staff read high quality picture books to them. Children have many and varied opportunities to use their mathematical skills by using resources such as pegs and boards, matching activities using jungle or animal dominos, octagons and comparing bears. There is a good range of information and communication technology equipment for children to use; for example, radios, cassette players, laptops and small hand held computers. A wide range of craft materials is available in the art room and children competently use tools such as scissors, paint brushes and glue when they wish. Children go to the local park to collect leaves and sticks for art activities to create their own textured designs.

Staff give high priority to children's communication and language skills, for example by placing labels around the pre-school name resources, and also annotating children's paintings and displays. This helps children to become more familiar with printed words. However, the garden offers few opportunities for children to develop their awareness of literacy, for example by extending their understanding of letters, names and labels outdoors. Staff chat with children while they sit at activities, encouraging developing vocabulary and communication skills. This helps children who are new to the setting feel a sense of belonging that helps build their confidence and self-esteem. Children learn about Chinese New Year, developing their understanding of the world and different cultures and beliefs. Staff use this topic skilfully to ensure that children enjoy and learn from a range of activities across all areas of learning. For example, children enjoy creating their own Chinese dragons, and they practise using chop sticks to taste noodles and rice. Children use maps and globes to look at the places around the world. Children develop a very good awareness of the community and world around them through a range of exciting outings. For example, they go to the library and shops and on annual trips to the zoo, including the animal adventure zone where children hold and feed different animals. Children also visit a local farm yard where they feed baby goats with milk bottles.

Planning and assessment are monitored to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. The staff have established good systems of observation and assessment, and support records of observation with photographic evidence. These are used to identify the children's next steps in learning. This means that children have their learning needs well promoted. The key person uses effective, targeted strategies and interventions to support learning that matches children's individual needs.

**The contribution of the early years provision to the well-being of children**

Children enjoy their time at the pre-school. They arrive eagerly, find their names and happily go off to activities together with their friends and begin to play. Staff greet the children and their parents warmly. This welcome helps all the children, even those just starting at the pre-school, to settle quickly. An effective key person system helps children settle and form secure emotional attachments to particular members of staff. This effectively helps to promote children's well-being. Staff support children well through the use of pictorial timelines and daily discussions at circle time to become confident in their daily routines. Children demonstrate they feel safe as they move around the setting confidently and decide what to play with. Children are learning to be independent and make decisions about their play. They show increasing confidence and trust in the staff and this enhances their feelings of safety. They learn the pre-school rules and respond well when staff remind them that running indoors is not safe. Children behave well. They are learning to share and take turns and play well together. Good systems are in place for behaviour management. Staff are consistent and give children lots of praise and encouragement during the session.

Good hygiene practices underpin children's good health. Children learn about good hygiene practices and healthy lifestyles; for example when staff discuss why it is important to wash hands before eating and after using the toilet. Staff work well in partnership with parents to promote children's understanding of healthy eating; for example, parents provide healthy lunchboxes. A cafe-style snack time at 'Sid the Bear's cafe' enables children to decide when they need refreshment. Drinks are readily accessible throughout the session. Children enjoy being outside as much as possible and this is facilitated by free flow of activities to the garden. There are many varied opportunities to develop their physical skills as they competently use a wide range of wheeled toys, balls and balancing beams. When children go outside, they enjoy practising their early writing skills by making marks on the flower chalk boards and exploring the sand and water play.

### **The effectiveness of the leadership and management of the early years provision**

Staff have a good understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. There are effective strategies to monitor their implementation. Clear policies and procedures are displayed and these are known and understood by all staff who have attended appropriate safeguarding training. Visitors to the premises sign a visitors' record documenting time of arrival and departure. Children feel safe in an environment where risks have been minimised. The staff undertake thorough risk assessments and daily checks to ensure the provision is suitable prior to children accessing the areas. Staff follow very good security measures and collection procedures which help to ensure children are kept safe at all times. They promote equality and diversity well. Children gain an awareness of the wider world through resources reflecting diversity, and the setting provides an inclusive environment. Staff support children learning English as an additional language effectively to help them make good progress in their learning and development.

The manager, through self-evaluation processes, takes into account the views of staff, children and their parents. The manager carefully analyses, monitors and self-challenges in her drive for improvement that supports children's achievements overtime. There are effective systems for performance management and an effective and well-established programme of personal development through annual appraisals and supervision helps staff to improve their knowledge, understanding and practice. Consequently, the manager and all staff working directly with the children hold a relevant child care qualification.

The pre-school provides a welcoming environment. Staff are committed to ensuring that every child and their family are valued and welcomed in the setting. The room and lobby entrance offer a good range of displays, information and resources for parents. Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. Parents and carers receive comprehensive communication from the staff and key workers, where appropriate, on a daily basis; for example, through verbal communication and through use of the parents' information board and regular newsletters. These maintain a detailed and extensive flow of information between the staff and parents. The key person supports engagement with all parents who contribute to initial assessments of children's starting points on entry and to their two year assessment. Parents are kept well informed about their children's achievements and progress. However, systems to enable parents to contribute fully to their child's ongoing learning and development are not as well established. Staff have procedures in place for the exchanging of information with other agencies and parents to support children with special educational needs and/or disabilities. As a result, appropriate interventions are secured and children receive the support they need. This ensures that children's individual learning and development needs are fully met. The management has procedures in place for the sharing of information with other settings the children attend. This supports the continuity and consistency in children's experiences and learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY457294
<b>Local authority</b>	Somerset
<b>Inspection number</b>	908724
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Wellington Community Playgroup Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07875 604954

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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