

# Wendover Pre-School

Church Hall, Church Lane, Humberston, Grimsby, North East Lincolnshire, DN36 4HX

## Inspection date

24/04/2014

Previous inspection date

23/05/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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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

- Consistently good teaching, precise observation, assessment and planning for each child's individual needs and interests, motivates children's desire to learn. This means that children are making good progress and developing the skills needed for future learning.
- A well-established key person system is successful in making children feel special, building their self-esteem and preparing them emotionally for learning.
- Good policies and procedures with regard to safeguarding children are implemented by vigilant staff, who also teach children how to keep themselves safe. This ensures that children remain safe and secure while at the pre-school.
- The manager works alongside staff and regularly observes and monitors their quality of teaching. Consequently, children continue to receive good quality learning experiences.
- Effective partnerships and regular two-way sharing of information with parents and other providers means that children's individual needs are known, respected and consistently met.

### It is not yet outstanding because

- Information requested from parents as children join the pre-school relates mainly to care needs and not as much is asked about what a child already knows and can do so that this information can then be used to jointly inform children's starting points.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and interactions with staff in the playrooms and in the outdoor environment.
- The inspector looked at a selection of policies and procedures, which included safeguarding, behaviour and suitability checks.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents and carers and observed and interacted with children to gather their views of the service provided by the pre-school.

**Inspector**  
Kathy Kilner

## Full report

### Information about the setting

Wendover Pre-School was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Wendover Church Hall in Humberston, near Cleethorpes. There are two playrooms, a kitchen and access to an outdoor play area. The pre-school is committee led. It serves the local area and is accessible to all children. The pre-school employs six members of childcare staff, all of whom have appropriate early years qualifications. Of these, one holds an appropriate qualification at level 6, four at level 3 and one at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 45 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The pre-school is a member of the Professional Association for Childcare and Early Years.

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

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

- improve good working partnerships with parents by increasing the initial information obtained from them about what their child already knows and can do, so that staff and parents can immediately work together to support effective learning.

## Inspection judgements

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

Staff are enthusiastically involved in promoting children's play and learning at this welcoming pre-school. The quality of teaching across all seven areas of learning is consistently good because staff have a sound understanding of how children learn and use this to plan a range of stimulating activities for children. Individual planning completed by children's key person has a clear focus on specific aspects based on children's individual learning needs. This means that adult-led and planned activities are sharply focused and support children's progress. Regular assessments and effective monitoring of children's learning means that children are making good progress and any gaps in their learning are quickly identified. This means that staff target support where it is needed and that children are well-prepared for the next stage in their learning, such as school. Staff involve parents in their children's learning as they complete the progress check at age two and provide all parents with a copy of children's next steps for each term. However, when children first start at the pre-school, although staff ask about care routines they do not find out what children already know and can do. This is a missed opportunity for staff and parents to immediately work together to establish accurate and agreed starting points, so that children can quickly begin to make progress in their learning.

Staff concentrate initially on the prime areas of learning and place a strong focus on helping children to acquire personal, social and emotional skills and supporting their physical and communication and language skills. Children share experiences with skilled staff, who ask questions that provoke further thinking and encourage them to communicate their thoughts and ideas as they play. For example, children are invited to use magnets on a variety of bottles that contain different resources. They discover that some materials can be moved around the bottle using a magnet but others cannot. Their curiosity is fostered further by a bottle containing pipe cleaners that they think will not move but find out, after discussion, that they do due to the wire inside. Staff revisit ideas and activities and teach children how to recall experiences. This develops a secure understanding that can be effectively built on to support good progress. For example, children delight in role playing a familiar story in the outside area, where they are encouraged to develop their understanding of the story and to develop language and imagination. Mud is described as 'squelchy, squishy and squidgy'. Children are consistently learning through good teaching that many words can be used to describe things and children demonstrate this in play. For example, children are heard saying that a toy bat is 'swirling and swooping'. Literacy is planned into the daily routine as children explore letters and sounds and are, for example, competent in naming instruments and being able to distinguish their individual sounds. This will support future learning when they need this skill to distinguish the different sounds that letters make as they begin to learn to read. Planned opportunities are offered daily to support mathematical development and technology skills are fostered through a variety of ways, such as photocopying their drawings and using a tablet computer.

Partnerships and communication with parents are strong and a good two-way flow of information is in place. Children with special educational needs and/or disabilities are supported well through effective partnerships with parents. In addition, staff work effectively with external professionals, which ensures continuity of care. Children are supported in their move to school as staff liaise with the schools children will attend and prepare children for this move to school.

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

Children's self-esteem is effectively maintained because they have formed secure emotional attachments with their key person. Time is taken to settle children into the pre-school and parents are welcome to stay for as long as it takes them and children to feel confident there. Children demonstrate their sense of security and belonging as they interact positively with adults, other children and visitors. They talk confidently about experiences that they have shared together and delight in repeating them and in exploring their feelings. For example, children role play a favourite story and declare 'we're in a big bad mud forest' with appropriate facial expressions and gestures that demonstrate their active involvement. Consequently, this well-established key person system is successful in making children feel special, building their self-esteem and preparing them emotionally for learning.

The indoor and outdoor environments are well-resourced and give children opportunities and time to play, explore and be active learners, who are interested in finding out things for themselves. This means that children are gaining a sense of satisfaction and self-confidence from their explorations and investigations. Children's behaviour is good as rules are consistently applied and children understand them. Children are heard reminding other children that bikes and scooters are not allowed inside. Staff note and reward good behaviour and are good role models. Consequently, behaving well and respecting one another is inherent in the pre-school.

Staff demonstrate a good understanding of the importance of regular physical activity and model this to children. After registration, staff ask 'what do we do now?' children respond with 'wake and shake up' and enthusiastically join in the session. Continuous access to the outdoor area where children can climb, explore, weave ribbons and other materials through resources hung from trees or through rungs on the bench, support physical development of fine and gross motor skills. Children challenge themselves but know how far to go and how to keep themselves safe. For example, children decide to head the football and are very enthusiastic until they hit their heads a bit too hard and are heard to say 'I think we need to wear our builder's hat to do that'. Children's health is well-promoted through healthy food choices and access to drinks.

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

Safeguarding and welfare requirements are well met as the manager has implemented sound policies and procedures that are regularly reviewed and implemented by vigilant staff. Staff have a very good understanding of how to manage any concerns they may have about a child's welfare due to a comprehensive knowledge of safeguarding. A robust recruitment and induction process is in place for new staff followed by regular supervision and annual appraisals. Necessary checks are carried out to ensure all adults in daily contact with children are suitable to do so and any concerns regarding children's welfare are managed effectively. All areas accessed by children are free from hazards and the staff team ensure effective risk assessments are carried out daily to keep children safe from harm. Consequently, children remain safe and secure while at the pre-school

The manager has a good understanding of her role in monitoring the delivery of the educational programmes and ensures that staff consistently offer good teaching through completing precise observation, assessment and planning for each child's individual needs and interests. She maintains an accurate overview of children's development and the learning opportunities for children in the indoor and outdoor environments. The manager works alongside staff and knows children and staff well. She notes how staff plan activities and how they support children in self-chosen play. This means that she is able to accurately monitor practice and is aware of the development needs of children and staff. This means that children are making good progress and developing the skills needed for future learning. However, there is scope to improve on the information gained from parents about what children can do when they start at the pre-school.

Partnerships with parents and external agencies are well-established and make a strong contribution to meeting children's needs. The manager and her staff team have been proactive in their approach to sharing information with other providers. For example, they have diaries for other pre-schools and childminders where children also attend and have obtained photographs of staff and the school environment to support children's move to school. The manager and staff show a positive approach to improving the service that they provide. They have reflected upon their practice through self-evaluation and with support from their local authority have and targeted areas for improvement. As a result, children make good progress during their time at the pre-school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	205568
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	876245
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	45
<b>Name of provider</b>	The Wendover Pre-School Committee
<b>Date of previous inspection</b>	23/05/2011
<b>Telephone number</b>	01472 210154

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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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