

# Wendover Pre-School

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

<b>Inspection date</b>	15/05/2014
Previous inspection date	23/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 making good progress in their learning and development because staff are good teachers who plan an exciting range of activities and learning experiences for them.
- Children benefit from regular opportunities to play and explore in the inviting and safe outside area. Their development in all areas of learning is promoted well in this rich learning environment, which staff utilise very effectively to maximise children's learning, while at all times considering their safety.
- Children are safeguarded because staff are alert to the signs and symptoms of abuse and neglect and know what to do if they are worried about a child in their care. Robust recruitment procedures further safeguard children.
- The manager and staff team work closely in partnership with parents and carers regarding all aspects of children's care and education. This has a positive impact on children's pre-school experience.

### It is not yet outstanding because

- There is capacity to enhance the systems of monitoring and evaluation of the educational programmes and teaching practice even further, for example, by embedding a peer observation programme.

## 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 activities in the main hall and the outside area.
- The inspector held meetings with the manager, local authority adviser and members of the committee.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with the children and staff throughout the inspection.

## Inspector

Clare Johnson

## Full report

### Information about the setting

Wendover Pre-School was registered in 1990 and is committee led. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Wendover Church Hall in Humberston, near Cleethorpes, North East Lincolnshire. The pre-school serves the local area and is accessible to all children. The pre-school opens Monday to Friday, during term time only, from 9am until 3pm except for bank holidays. Children attend for a variety of sessions. Children are cared for in the main hall and a side room and have access to an outside play area. There are currently 45 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently six members of staff working directly with children; all of whom have appropriate early years qualifications at level 3. The manager has a qualification at level 6. The pre-school receives support from the local authority. It is affiliated to the Pre-school Learning Alliance.

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

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

- enhance the monitoring and evaluation systems of the educational programmes and teaching practice even further, for example, through the use of a peer observation system which is focused on achieving consistently outstanding practice.

## Inspection judgements

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

Children make good progress in their learning and development because staff are good teachers, who plan a good range of activities and learning experiences for each child, based on their interests and developmental needs. Staff have a good knowledge and understanding of child development and how young children learn and use this to teach children effectively. The quality of teaching is very good and in some instances it is excellent. Staff understand and recognise the characteristics of effective teaching and use them regularly. They support children's critical thinking skills and language development as they ask them open-ended questions and explore ideas together. For example, when children discuss their favourite colours staff ask them if they can remember which colours they need to mix to get orange. Children cannot remember and staff suggest they look in a book to see if they can find the answer together. When they find the page which shows that red and yellow makes orange, children are excited and say they do recall learning about this previously. These teaching methods are effective because children are encouraged to think and work out problems; they are not just given the answer. Staff model being thinkers themselves and this sets a good example for children and prepares

them for a lifelong love of learning. Children are well prepared academically for the transition from pre-school to school as staff get just the right balance between the prime and specific areas of learning. This means children are confident learners who are challenged to extend their knowledge regularly, particularly in the areas of literacy, mathematics and understanding of the world.

Children display the characteristics of effective learning when they are at the pre-school. They are keen to explore the environment and 'have a go' at new activities. Staff work hard to create a stimulating and welcoming environment for children to explore each day. They have to pack everything away at the end of each session. The environment that they create is a credit to the staff as they ensure it is sufficiently familiar for the children to help them feel secure. Staff add some new and exciting resources to investigate. The environment is rich in print and this supports children's development in literacy and communication and language. This is supported further as children have many different opportunities to make marks with traditional pencils and paper but also with chalks on the large chalk board and on magnetic writing pads. This supports children's early writing skills well. Children's developing communication and language skills are supported well as staff engage them in regular 'letters and sounds' activities. Staff make these activities fun and children are learning through play. For example, children enjoy an activity where they have to try and identify which musical instrument is being played when they cannot see it. This supports their listening skills and staff praise their developing language and extended vocabularies when they say difficult words, such as 'harmonica' and 'xylophone'. Children benefit from an educational programme which fosters their understanding of the world. They confidently use the computer to access various programmes and this supports their development in information and communication technology. Children are learning scientific and mathematical skills as they investigate pouring water through funnels and try to work out which tube the water will come out of. They are critical thinkers who are confident to try out their own ideas and work out problems for themselves. Children persevere at activities and do not give up. They are learning key skills for life through their play and the skilful interaction and teaching of the staff.

Each child is assigned a key person and the key person observes their children and tracks their progress through regular assessment. This ensures all children are making good progress and any additional support needed is accessed in a timely manner. Children with special educational needs and/or disabilities are supported well because staff ensure they work closely with parents and external professionals to provide all they can for each individual child. Children for whom English is an additional language make good progress because again staff work closely with parents and focus on the prime areas of learning, particularly communication and language which supports children well for when they start school. Staff work closely in partnership with all parents and carers regarding children's education. Parents speak highly of the pre-school, saying that staff involve them in their children's learning and share activity ideas with them, so that they can extend their children's learning at home.

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

Children's well-being is promoted very well in this pre-school. Staff and children form close bonds which helps children to feel a sense of security and allows staff to meet all children's individual needs to a high standard. Children are confident with staff and in the environment as they know where everything is and can choose what they would like to do from the wide range of options available to them. Children's self-esteem is fostered well by the kind and caring staff who offer them regular praise and compliments for their achievements and behaviour. Children behave very well when they are at the pre-school. Any minor disputes are handled effectively by the staff and children are learning to cooperate with each other, which is a skill for life. Staff are good role models regarding behaviour as they encourage manners and kindness at all times. They set a good example to children by showing one another and visitors a high level of respect. Children are supported to be independent as much as possible when they go to the toilet and wash their hands. Younger children are supported well and encouraged to 'have a go' and try for themselves. Children's personal, social and emotional development is fostered very well and this supports them with the emotional transitions in their life, such as when they leave pre-school to start school.

Children are safe at this pre-school. The environment both indoors and outdoors, is safe and free from hazards. Staff are very vigilant regarding children's safety and deploy themselves very effectively to ensure all children are supervised at all times. The outside area is a public park space which the pre-school has used for many years. Staff use this area very well and turn it into a fantastic learning environment each day. There is a car park beside the outside area and staff are vigilant when any cars enter the car park, although this is a very rare occurrence. Children learn to keep themselves and others safe as they understand that there is an invisible boundary which they must not cross without asking permission. Staff remind children of this but they are very good at remembering for themselves and stay well within the boundary while they are playing outside. Children have daily opportunities for fresh air and exercise outside and they really enjoy playing and exploring in the outside learning environment. They ride around the roundabout on their bicycles and scooters, speeding up, slowing down and negotiating road signs, which develops their physical control skills. They climb the ladders to go down the slide and roll large hoops and then chase them to see if they can run faster than the hoops can roll. All of this supports their physical development very well. Healthy lifestyles are promoted to the children and they benefit from healthy snacks and regular drinks to ensure that they do not become thirsty. Parents are encouraged to provide healthy options in children's packed lunches. Children really enjoy lunchtime which is a social time where everyone gets to re-fuel while enjoying each other's company and chatting about the morning's events. Children are not rushed and are allowed as much time as they need to eat and digest their food. Staff engage children in discussions about which sandwich is the healthier option between a cheese sandwich and a chocolate spread sandwich. This supports children to understand about and make healthy choices in life. Children's developing understanding of personal hygiene is supported by staff who ensure that children wash their hands before eating and after using the toilet. They are beginning to learn that by washing their hands they are preventing the spread of germs which could make them poorly.

Partnerships with parents and carers regarding children's care are good. Staff gather a good amount of information when children first start to help them get to know each child

and meet their individual needs. Ongoing communication with parents is good and parents comment that staff are kind and caring and communicate well with them about their children's care. Children settle easily when they first start at the pre-school because staff make the effort to get to know what will make this crucial transition easier. For example, children are encouraged to bring their special comforter toys with them and staff reassure them where they will be kept while children are playing and that they can get them at any time. Children benefit from the care and kindness of the staff who offer cuddles and comfort to any child who becomes upset.

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

Leadership and management is good. The manager, staff and committee work closely together and make a strong team. Children are safeguarded because the manager understands her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are alert to the signs and symptoms of possible abuse and neglect and know what action to take if they are concerned about a child in their care. The manager works in close partnership with social workers and other professionals to ensure children are supported well. Children are further safeguarded through the pre-school's robust recruitment procedures. There is a comprehensive range of policies and procedures in place which are used well to underpin practice. Children's safety is of paramount importance to the staff at this pre-school. Thorough risk assessments, combined with staffs' vigilant supervision and the safety procedures they carry out, keeps children safe when they are inside and outside. Staff involve children in this process by teaching them how to keep themselves and others safe.

The manager monitors the educational programmes and quality of teaching well. Regular supervision meetings ensure staff are supported in their role. The manager and staff work very closely together and support each other throughout each session. They also have regular staff meetings and this enables them to identify and focus on key areas for improvement. There is some scope to enhance the systems of monitoring and evaluation to make them even more effective than they are currently. The quality of teaching is consistently good and at times it is excellent. A regular peer observation system, where all staff have the opportunity to observe each other's practice and offer their critique, will help to support staff in achieving consistently outstanding practice. Children's progress is tracked by the manager who oversees their learning files and works closely with each key person to ensure any developmental needs are identified in a timely manner.

The manager and staff are hard working and dedicated childcare professionals. They have a strong drive for improvement and are good at identifying areas for development and accessing the support and training necessary to help them make continuous improvement. The qualifications of staff and their ongoing commitment to training and continuous professional development ensures that the quality of teaching is good. The manager and staff work closely in partnership with parents and carers regarding all aspects of their children's care and education. They highly value parents' input and good progress has been made since the last inspection. The manager and staff immediately sought to address the recommendation that was raised and they have devised a new form for

parents to complete when children first start at the pre-school which allows much more information to be shared from the outset. Partnerships with others, such as social workers, healthcare professionals, the local authority adviser and staff at the local school, are also good. This commitment to partnership working is having a positive impact on children's care and development.

### **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>	974465
<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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