

# Wells and Wyche Pre-school

The Wyche Institute, Old Wyche Road, Malvern Hills, Malvern, Worcestershire, WR14 4EP

## Inspection date

Previous inspection date

27/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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. This is because staff provide interesting and challenging experiences and provide good quality teaching.
- Children benefit from warm, affectionate bonds with familiar and trusted staff. Their individual needs are fully understood as staff work effectively with parents to get to know each child well. This helps children to feel settled and secure within their learning environment.
- Children are well safeguarded because staff are knowledgeable about their role and responsibility to keep children safe.
- Management and staff demonstrate a strong commitment to improving the quality of care and teaching by reflecting on their practice and implementing action plans.

### It is not yet outstanding because

- There is scope for the pre-school to further consider how it plans its indoor space to meet the needs of children of different ages, so that young children have the opportunity for quiet time or to access resources especially for them.
- Performance management is good, however, it is not firmly embedded to demonstrate how the good quality teaching is continually monitored and how the information gained is used to shape staff's professional development.

## **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 looked at children's learning records, planning, assessment and other required documents.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector conducted a joint observation with the nursery managers.
- The inspector held ongoing discussions with staff and children. In addition, the inspector held a meeting with the nursery managers.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Tina Smith

## Full report

### Information about the setting

Wells and Wyche Pre-school was registered in 2013 on the Early Years Register. It is a limited company run by the managers of the previous committee run group, which has been in operation since 1971. It operates from the Wyche Institute in Malvern. The pre-school serves the local area and is accessible to all children. There is an enclosed area for outdoor play and the pre-school also has access to the school playground and nature area. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. Both managers have a level 6. The pre-school opens Monday to Friday during school term time. Sessions are from 9.15am until 12.15pm or 2.15pm. Children attend for a variety of sessions. 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 receives support from the local authority. They have close links with the adjoining school.

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

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

- consider ways for the indoor space to meet the needs of all children, as both a place to feel at home and a place to learn
- further enhance performance management and monitoring procedures to ensure that the good quality of teaching continues to be monitored and the information gathered is used to shape staffs' professional development in the future.

## Inspection judgements

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

Teaching is good and children are progressing well in this warm and welcoming pre-school. This is because staff have a secure knowledge and understanding of the Early Years Foundation Stage. The pre-school operates from a community hall and is a 'pack away' setting. Therefore, staff have to carefully consider the resources put out each day, to ensure that all children have the opportunity to play with resources that interest them. Staff note children's interests and plan play and activities around these. Activities are varied and cover all areas of learning and are entirely suitable to meet children's learning and developmental needs. There is a good balance of child-initiated and adult-led play. For example, children independently access the resources on offer and staff provide activities which have focused learning intentions. As a result, children benefit from experiences that include those led by knowledgeable staff, as well as learning from their own play. Children's starting points are assessed on entry. Parents are asked to complete a form which asks about their children's interests, care needs and routines, as well as

what they can do at home. Consequently, staff are aware of what children can already do and therefore, can monitor how they move forward in their learning. Staff carry out regular observations on children, assessing these in order to identify the next steps in their learning. These identified next steps inform the planning of future activities, which help to ensure they are meaningful to children and reflect their stage of development. The pre-school are completing the required progress check for children aged between two and three years, and parents are asked to contribute to this. Staff talk to parents at the beginning and end of each day about their children's progress, activities and achievements. They listen to what parents tell them about what their child has been doing at home, noting this in order to continue the child's learning at pre-school. Parents are encouraged to continue their children's learning at home and ideas are displayed in the reception hall and mentioned in regular newsletters, for example, looking at various colours, letters and shapes while away from the pre-school. All of this has a positive impact on children's learning and as a result, children make good progress in their learning and development and are being well-prepared for school.

Children are developing effective learning skills because they happily explore and investigate the play and resources available to them. Children are beginning to learn about numbers, shapes and size with a good selection of games, which enable them to make patterns, match and order. In addition, they fill and empty different sized containers with sand and water. Children think carefully as they fill the funnel with water and watch with wonder as it empties into the tray. Staff support children in using mathematical language during routines and throughout the day. For example, at snack time children are asked how many strawberries they have. Children use their imagination and make links to their own experiences as they engage in role play. They pretend to scramble eggs and make tea before sitting at the table to eat with their peers. They express their creativity using a good selection of materials, such as, paint, glitter and glue. They practise their cutting skills using scissors and a selection of cloth. They take their time, carefully considering which bit needs cutting next. Children are encouraged to make marks as they play, for example, they attempt to write their name on their pictures and use a selection of felt tips on the white boards. Children have access to a good selection of books, which they handle correctly. They sit together reading to each other before confidently approaching a member of staff to continue with the story. Effective use of group sessions, such as circle time, help to develop children's social skills, as well as communication and language development. For example, children listen attentively to the stories being read and enthusiastically join in with the action songs being sung. During these small group activities, staff help children to learn about letters and their associated sound. They display the letters and sing rhymes, such as 'lis for lollipop'. Children's language skills are developing well as they chat away to both staff and their peers throughout the day. They excitedly talk about where they are going on holiday and most staff use appropriate questioning skills. They ask children questions, such as 'what do you think will happen?' This supports children's thinking skills, as well as promoting communications skills, self confidence and self-esteem; all skills which are needed in readiness for school.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff recognise children's individual learning needs and support them to join in activities at their own pace. Children are developing a good range of physical skills and they enjoy spending time outdoors in the fresh air. They revel in

digging and making marks in the muddy area and learn to take risks and keep safe by climbing on branches and roots of the very big tree they play under. Staff enable children to extend their own learning by giving them opportunities to develop their own ideas. For example, children plant twigs in soil announcing 'look tomato plants'.

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

Key aspects of children's well-being are good. There is a well-established and effective key-person system and a warm and happy atmosphere at this pre-school. Children are content and enjoy trusting relationships with key staff and their emotional well-being is fostered. Children settle quickly because the pre-school have effective settling-in procedures. Parents are invited to stay and play and children attend taster sessions, so that they become familiar with staff and their surroundings. Consequently, they soon enjoy trying out new experiences and happily investigate their play. The move to school is well supported and managed through generally good partnerships with the local schools. Reception teachers are invited to visit the pre-school in the summer term, so they can see children in their own environment and can discuss their individual needs with the child's key person. This means that teachers are fully informed of children's progress and stage of development in order to support them in their next stage of learning.

The pre-school is warm, welcoming and well-organised. Toys and resources are attractively laid out and children have easy access to them. Consequently, they are able to make free choices about their play. However, there is scope for the pre-school to further consider how it plans the indoor space to meet the needs of all children who attend, with particular regard to the younger children, so that their all-round development and emotional well-being are fully supported. The entrance hall contains lots of information for parents. The Early Years Foundation Stage documents are accessible and there is a home learning board, which gives parents lots of ideas on how to continue their children's learning at home. This helps all children and families to have a sense of belonging. Children develop many of the skills necessary for future life and make good progress in the prime areas of learning. They form friendships with their peers and staff provide experiences that require children's cooperation and communication. Children's behaviour is good. This is because staff model good manners and appropriate behaviour. Staff treat children with kindness and respect and make boundaries clear. As a result, children understand what is expected of them and behave well. Children are beginning to learn about healthy lifestyles. They demonstrate a good understanding of the importance of washing hands at appropriate times and have access to appropriate facilities where they can manage their toileting needs. Fruit, milk and water is supplied at snack time and staff talk to them about the importance of eating healthy foods, such as fruit and vegetables. Children benefit from fresh air and exercise because they have lots of opportunities to play outdoors. They share the school's playing field, as well as their nature garden. In addition, the pre-school go on regular trips to the woods and the wildlife park where they enjoy climbing, running, jumping and watching nature.

Children are beginning to develop an understanding of the world, different people and communities. They learn about nature, wildlife and how things grow because the pre-

school regularly go on walks to see the animals and birds. Children frequently plant flowers and vegetables which they water and watch grow. In addition, they celebrate various festivals, such as, Eid, Diwali, Easter and most recently Father's Day, where they made cards to take home. Children are beginning to learn about how to keep themselves safe because staff talk to them about associated dangers. For example, holding hands and road safety when out on walks and when playing under the big tree to be careful and not to slip over in the mud.

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

Children are safeguarded well. This is because staff have a good understanding of child protection and the procedures to follow if they have a concern about a child in their care. Most staff have current first-aid certificates and therefore, have the knowledge and skills to act appropriately should children have an accident or become ill. All policies are in place and the pre-school have written risk assessments for indoor and outdoor spaces, including outings and these are regularly reviewed. Regular staff meetings take place where the educational programme is discussed, along with safeguarding practice and behaviour management. Recruitment procedures are robust, with safer recruitment principles being implemented. All staff are checked thoroughly before being employed and well-organised induction procedures are in place to assist new staff.

The leadership and management of the pre-school is strong. This is because the requirements of the Statutory framework for the Early Years Foundation Stage and management and accountability arrangements are fully understood. All staff have a good understanding of the learning and development requirements. They plan play that is exciting and suitably challenging, consequently, children make good progress. Both managers are well-qualified and passionate individuals, who are fully committed to reflective practice. Since the last inspection they have made significant changes to the provision. For example, all required documentation is in place for each child and children have opportunities to embrace cultural diversity. The management team have worked closely with the local authority using a focused improvement plan to enhance their practice. The plan focused on staffs' knowledge and understanding of the observation and assessment process, as well as quality of teaching to improve the outcomes for children. Staff receive ongoing support from the management through one-to-one supervisions, as well as annual appraisals where further training needs are identified. In addition, ongoing suitability and health declarations are completed at this time. However, although there are good performance management procedures in place, there is scope to enrich these further. For example, through the use of peer-on-peer observations to ensure that the already good quality teaching is continuously monitored and information gained is used to shape staffs' professional development in the future. The management team encourage staff to continue with their professional development and are investigating further training opportunities for them. They understand the need to monitor the educational programme and have effective systems in place to do so. Both managers work alongside their team on a daily basis with all staff contributing to the planning and children's learning records. Therefore, they are aware of what children and staff do and can monitor the quality of

teaching along with the quality of learning.

Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support. The pre-school understands the importance of sharing information with other providers and does so effectively by using a two-way diary. Consequently, the pre-school offers a consistent and complementary approach to children's learning. Partnerships with parents are good. Key persons spend time with them at the beginning and end of each day discussing their child's progress and care needs. A 'wow' board is displayed for parents, so they too can celebrate their children's achievements. Also, parents are invited into the pre-school for more formal discussions and to review their children's learning records. This two-way flow of communication ensures that parents are kept well-informed about their children's progress, daily needs and activities. Parents' comments during the inspection show they are very happy with the care and education their children receive. They particularly comment on the kind, friendly and family atmosphere at the pre-school, along with how the management team are focused on delivering the very best for their children. Overall, children are happy and content within this familiar environment.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY467785
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	948528
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Wells and Wyche Pre-school Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07890 762035

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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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