

Wootton Wawen Pre-School

Alcester Road, Wootton Wawen, SOLIHULL, West Midlands, B95 6AY

Inspection date

07/11/2014

Previous inspection date

10/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The quality of teaching is good. Staff know how children learn and plan activities that support their individual needs. As a result, children are making good progress in their learning and development.
- Children are safeguarded and protected from harm. This is because the staff demonstrate a clear understanding of procedures to follow should they have concerns about a child in their care.
- Staff know children well and form secure attachments with them. As a result, children are happy, confident and secure in the pre-school.
- Parents are provided with information about their child's day and children take home their artwork to share with them. Consequently, they remain up to date with their child's learning and are informed of the care given to their child.

It is not yet outstanding because

- There are fewer opportunities in the outdoor area for children to make connections between letters and sounds, improve their grasp of language and literacy, and enhance their understanding of print in various contexts.
- Occasionally, staff miss opportunities to sustain conversations, so that children's vocabulary is increased and their thinking skills are suitably enhanced.

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 teaching and learning activities in the hall and the outdoor area and looked at children's development records.
- The inspector looked at evidence of staff suitability, qualifications of staff working in the setting and a range of policies and procedure.
- The inspector spoke to staff, children and committee members at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried joint observations with the manager.

Inspector

Rupinder Phullar

Full report

Information about the setting

Wootton Wawen Pre-School was registered in 1992 on the Early Years Register and has been open for over 25 years. It operates from the main room, plus adjacent areas and facilities in Wootton Wawen village hall, between Henley-in-Arden and Stratford-upon-Avon in Warwickshire. Children have access to an enclosed outdoor play area. The pre-school serves the village and the local rural area. It is open Monday to Friday, from 9am to 12pm, term time only. Children are able to bring a packed lunch and stay for lunch at the pre-school until 12.45pm. There are currently 11 children on roll, all of whom are in the early years range. The pre-school supports children who speak English as an additional language. The setting provides funded early education for two-, three- and four-year-old children. There are three members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further opportunities for children to make connection of print in various contexts, by introducing signage and print to enhance their grasp of language and literacy, especially in the outdoor area
- challenge children to develop their communication and critical thinking skills even further by ensuring all staff make effective use of questions that encourage children to think and engage them in sustained conversations.

Inspection judgements

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

Children are warmly welcomed in the well-resourced pre-school where their individual learning and development needs are well met. Staff collect learning and development information from parents, when children first begin attending the pre-school. This information is used to clarify children's starting points. Thereafter, they observe children regularly and use this information to effectively plan creative and imaginative experiences that meet their individual needs. Learning and development is implemented through planned, purposeful play and through a good balance of child-initiated and adult-led activity. Staff place emphasis on children leading their own play. As a result, they freely explore their environment, develop confidence in solving their own problems and enjoy interacting with others. Children benefit from the positive interactions with staff who get down to their level to engage in their play. Therefore, children's play is enhanced and this contributes to the good progress they make in their learning and development, and helps them to acquire the skills and attitudes they will need for the next stage of learning and

their eventual move to school. Staff are aware of the requirement of the progress check for children between the ages of two and three years. This means that children's individual needs are effectively monitored and supported.

The quality of teaching is good. Staff effectively engage children in developing their early mathematical skills. Children direct their own learning because staff are confident and skilled practitioners. They know how children learn and know when to interrupt and when to stand back to allow children time to think. Staff use a variety of teaching methods, such as modelling, questioning and directing, to ensure that children consolidate their learning and develop their understanding of numbers. They provide challenges appropriate to children's age and stage of development. For example, staff use flash cards with numbers. They check that children recognise each number and test their knowledge by removing a flash card, then asking them to identify the missing one. Staff ask children to line up objects to represent a number. Staff extend the challenge by removing and adding objects and asking them how many are left, to test their number skills further. Staff use vocabulary, such as 'one more' and 'one less'. As a result, children incorporate early counting and mathematical vocabulary into their everyday play-based learning, preparing them very well for school, when the time comes. Children enjoy activities, such as oral storytelling sessions. Staff introduce unfamiliar words in a narrative context, use different voices and intonation to encourage children to join in. This helps children to listen with increasing attention and to develop their vocabulary. However, there are occasions when staff miss opportunities for the effective use of questions that encourage children to think. Therefore, they do not fully engage children in sustained conversations to enhance their range of vocabulary. This is because staff sometimes move on too quickly before children have responded fully. Staff provide good opportunities indoors for children to link letters and sounds of the alphabet using everyday routines and activities. Children use name cards during snack time and a variety of books is available for them to look through in the book corner. However, there are fewer opportunities in the outdoor area for children to make connections between letters and sounds and improve their grasp of language and literacy while enhancing their understanding of print in various contexts.

Children who speak English as an additional language are well supported. Staff recognise children's unique skills and the importance of working with parents to ensure children benefit from the use of both languages. For example, parents are encouraged to share key words from home, so that staff can use these alongside English language. This means children are provided with good opportunities to develop and use their home language in play and learning, which supports their language development at home. As a result, children are progressing very well towards the early learning goals, given their starting points.

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

Children are welcomed in the pre-school where their emotional wellbeing is competently met. An effective system is in place and parents are aware of their child's key person. Good settling-in procedures are in place and children and their parents are well supported emotionally when they first begin attending the pre-school. Good quality information is

shared to ensure continuity in children's emotional and physical well-being. This reassures them and further supports children emotionally during times of transition. Children are equally well supported when they move from the pre-school into the local school. They routinely join in the school activities and teachers from the school are encouraged to visit the pre-school during activities. Summaries of children's learning and development are shared with the teachers, which help to improve communication and coordination between professionals, staff and families.

Children access the outdoor environment throughout the day. This enhances their physical well-being and ensures they gain the benefit from being outdoors daily in the fresh air. They learn about self-care because staff encourage hand washing after messy activities, before and after snack time and after they go to the toilet. Healthy lifestyles are promoted when staff talk with children about the benefits of eating fresh fruit at snack times. In addition, all parents are encouraged to provide healthy items in children's lunch boxes, if their child stays for lunch.

Children cooperate well with each other and learn to share and take turns in everyday play activities. They know what behaviour is acceptable in the pre-school because staff use a number of strategies within the pre-school to promote positive behaviour. Children are praised for positive behaviour and spoken to sensitively if disagreements arise. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale for this is shared with parents, to maintain a joint approach.

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

The manager and the committee members have a clear understanding of their responsibility to ensure the pre-school meets the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff and committee members have enhanced Disclosure and Barring checks to ensure suitability within their roles. There is an effective safeguarding policy in place and fully implemented. All staff demonstrate clear understanding of their role in safeguarding children and the pre-school safeguarding procedures. The manager has a good understanding of the procedure to follow should there be an allegation made against a member of her staff. The manager provides support, advice and guidance to all staff on an ongoing basis. She ensures that safeguarding policy and practice is reviewed regularly shared with staff through regular meetings.

The committee and manager lead a committed staff team. They competently use their skills and expertise to support children's learning and development. Staff feel supported by the manager and are helped to improve their knowledge, understanding and practice. Effective supervision systems are in place. This provides support, coaching and training for the staff team and allows them to effectively discuss any issues concerning individual children's development or well-being. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, they are well supervised and ratios are maintained throughout the sessions. The manager has a good

understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. Observation, assessment and planning documentation is monitored effectively to make sure it is consistent and displays an accurate understanding of children's skills, abilities and progress. The manager is supported by the staff to maintain an overview of the documentation and track children's progress. This means that children's needs are quickly identified and met through good partnerships between the pre-school, parents and external agencies.

The manager and staff work well with other providers in their locality and regularly visit the local school to support continuity when children move to school. Partnerships with parents are good. Parents take an active part in their child's learning and attend the pre-school to be involved in sessions and activities where their individual skills are well utilised. For example, parents regularly attend the pre-school to promote cultural awareness. Parents described the service provided by the pre-school as, 'brilliant'. The management team demonstrate a strong drive to improve the pre-school and respond to areas identified for improvement by parents, along with collecting the views of staff and children to improve practice and provision.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	200875
Local authority	Warwickshire
Inspection number	875031
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	11
Name of provider	Wootton Wawen Pre-School Committee
Date of previous inspection	10/02/2009
Telephone number	07752 381205

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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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Piccadilly Gate
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M1 2WD

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