

# Wigginton Pre-School

The Village Hall, Chesham Road, Wigginton, Tring, Herts, HP23 6EH

<b>Inspection date</b>	03/12/2014
Previous inspection date	18/03/2011

<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

- Staff consistently support children to develop their communication and language skills. Therefore, they have the confidence to speak freely and share their thoughts and feelings.
- Staff support children very well during their transition from pre-school to school. They work in partnership with the Early Years Foundation Stage teachers to ensure that children are emotionally prepared for the move.
- Staff have good knowledge of current safeguarding issues and understand their responsibilities of how to keep children safe from harm. They consistently protect children's safety and welfare.
- Partnerships with parents are very strong. Staff work closely with them to support children's individual needs, and parents are keen to recommend the pre-school.

### It is not yet outstanding because

- Staff do not always provide a wide range of toys and resources during outdoor play that fully ignite children's imagination and enjoyment at all times.
- At times, staff do not consistently encourage children to make choices during daily routines. This occasionally leads to children not being fully engaged in activities.

## 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 had a tour of the pre-school.
- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector checked the qualifications and evidence of suitability of staff.
- The inspector looked at children's assessments, planning documents, policies and procedures.
- The inspector spoke to parents and took account of their views.

## Inspector

Katherine Hurst

## Full report

### Information about the setting

Wigginton Pre-School was registered in 1974 and is on the Early Years Register. It is situated in a village hall in Wigginton and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm and children attend for a variety of sessions. There is also a parent and toddler group within the premises on Wednesdays from 10am to 11.30am. There are currently 20 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

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

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

- extend children's learning further by providing a wide range of toys and resources in the garden that will maximise their imagination and enjoyment
  
- engage children fully in their play, for example, by giving them even more choices, and considering making daily routines, such as snack time and story time, optional.

### Inspection judgements

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

Children are very happy at the pre-school and thrive in an environment that promotes learning through play. Due to the nature of the setting, children cannot access toys freely. Nevertheless, staff respond to children's interests and children feel confident to ask for more resources. For example, children are building a house in the garden using large building blocks and they tell staff that they need tools, which staff promptly provide for them. However, there is scope for staff to extend children's learning and enjoyment further by ensuring that they consistently have access to a wider range of toys and resources in the garden so that children can independently follow their own play ideas. Staff promote children's creativity and support them to make believe. For example, children imitate the staff and pretend it is circle time. They sing songs together and complete a register. Children make marks on paper and write the first letter of their friend's names. Staff show the children their name badges and they use these to write more letters on the register. This promotes children's literacy knowledge and early writing skills. Therefore, staff prepare children well for future learning at school.

Staff consistently support children to develop their communication and language skills. They make comments and ask supportive questions during play, which stimulates children's understanding, language and thinking skills. For example, staff engage in conversations with children about their families and home life. Children look at books and create a storyline by talking about what they can see in the pictures. Staff read children stories and sing songs with them on a daily basis during a whole group circle time. However, staff do not consistently encourage children to make their own choices as daily routines, such as story time and snack time, are not optional. Consequently, children do not always fully engage as their own play is interrupted to take part in these activities.

Children with special educational needs and/or disabilities are well supported by staff, who work closely with professionals to meet their individual needs. Staff use information that parents give them about children's abilities to create a baseline assessment of their development to date. They give parents ideas for activities to play with their children, which ensures that there is a continuous link between learning in the setting and at home. Staff complete the progress check for children between the ages of two and three years and they provide parents with several copies to share with the health visitor and other settings that children attend. Staff make regular assessments of children's learning and development and they plan activities that are achievable, to support children to make good progress towards the early learning goals given their starting points.

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

Staff support children to become confident learners as they regularly praise them for their successes, which boosts their self-esteem. Children enjoy their time at the pre-school because staff are very caring and they promote a fun atmosphere. Children have strong attachments with all staff and not just their appointed key person. This helps them to feel safe and secure in their care. Staff communicate effectively with the parents, which enables them to support children to settle in to the pre-school quickly. Consequently, staff consistently promote children's emotional well-being. They support children very well during the transition to school. For example, they take children on regular trips to their new school to familiarise them with the new environment. Staff also invite the new teachers to visit children in the pre-school to get to know them. Therefore, staff prepare children emotionally for future learning in school.

Staff are good role models and they reinforce positive behaviour to the children. They encourage children to say 'please' and 'thank you' and they support them to play cooperatively with their peers. For example, when children have a dispute over a toy, staff gently suggest that they could take turns. They use a timer as a visual aid to indicate to children when it is their turn. Staff ensure that children develop an awareness of what is expected of them and, as a result, their behaviour is good.

Children have daily opportunities to play outside in the fresh air. Staff rotate different pieces of equipment in the garden, such as climbing frames, to support children to develop their larger muscles and learn to take risks in their play. They discuss with children why hand washing before eating is important and children know it is because they have germs on them. Staff provide nutritious food at snack times and children are given a

choice of milk or water. Therefore, staff contribute to helping children to understand about healthy lifestyles.

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

Staff have good knowledge and understanding of how to keep children safe from harm. They are fully aware of the signs and symptoms that would cause them to be concerned and who they must report their concerns to. The management team have clear procedures in place to ensure that children are safe from the inappropriate use of technology, which all parents and visitors must also adhere to. The majority of staff hold a current first-aid qualification, which ensures that children are treated quickly with up-to-date knowledge if they have an accident. Staff complete daily checks of the areas that children have access to and they carefully consider the risks that could occur when they take children on an outing around the village or to a local attraction. The manager and committee ensure that all staff are suitable to work with children and they complete a minimum of two references checks. Consequently, staff protect children's safety and welfare at all times.

The manager monitors staff and the quality of their teaching. She tracks the progress of each child and has regular supervision meetings with staff to discuss children's individual needs. The manager identifies training that is essential for staff professional development and encourages them to gain relevant qualifications. For example, a member of staff has recently achieved a childcare qualification at level 3. Staff use the knowledge that they gain from training courses to enhance the quality of their teaching and care and, therefore, children's learning, development and care needs are well met.

The manager evaluates the standard of teaching and care at the pre-school. She involves staff in this process and uses feedback from parents' questionnaires to make improvements. Since the last inspection, staff have improved their practice and their partnerships with other professionals and providers have been significantly enhanced. Staff work very closely with the Early Years Foundation Stage teachers from schools where their children move on to and they regularly share information with other settings where children attend. Consequently, staff contribute to a consistent approach to support children's learning and development. Partnerships with parents are very strong. Staff have supportive and respectful relationships with them and together they work hard to ensure that children's individual needs are consistently well met. Parents comment that they notice the progress that their children are making and they are keen to recommend the pre-school to others. Parents say that they feel 'very fortunate' to have the pre-school in the village.

## 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

<b>Unique reference number</b>	129409
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	863952
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Wigginton Pre-School and Toddlers Committee
<b>Date of previous inspection</b>	18/03/2011
<b>Telephone number</b>	01442 828879

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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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