

Weddington Pre-School

Weddington Primary School, Winchester Avenue, NUNEATON, Warwickshire, CV10 0DN

Inspection date	16/12/2014
Previous inspection date	19/04/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All staff have a thorough and detailed knowledge of the needs of young children. They plan exciting activities that build on the children's interests and enthusiasms and help them make excellent progress in their learning and development.
- Staff expectations of children are extremely high. Very imaginative approaches inspire children and extend their experiences of the world around them.
- Staff make excellent use of the premises, inside and outside, to provide children with a wealth of exciting play activities that spark their curiosity and encourage explorative play. Children progress quickly in gaining valuable skills and attitudes for their future lives. Their behaviour is exemplary.
- Well-focused and highly effective partnerships with parents and other professionals provides excellent opportunities to further continue children's learning and development.
- The management and staff exhibit an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and meticulous procedures successfully promotes children's safety and well-being.
- Management and staff extensively reflect on their practice and, through a comprehensive and robust self-evaluation process, they lead the determination to continuously improve quality for all who use the pre-school.

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 throughout the pre-school in both indoor and outdoor spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day and carried out a joint observation with the manager.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of children and parents through discussion.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's self-evaluation and improvement plan.

Inspector

Jennifer Turner

Full report

Information about the setting

Weddington Pre-School was established in 1989 and was re-registered in 2011 under new management. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from two rooms on the site of Weddington Primary School in Nuneaton, Warwickshire. The pre-school is open Monday to Friday during school term times. Morning sessions are from 8.45am until 11.45am. There is a lunch club from 11.45am until 12.15pm. Afternoon sessions are from 12.15pm until 3.15pm. Children are able to attend for a variety of sessions. There are currently 64 children on roll in the early years age group. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs eight 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:

- consider further ways to celebrate the home languages of those children who speak English as an additional language, by supporting them to consistently use and view their first language in the pre-school.

Inspection judgements

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

All children flourish in the highly stimulating learning environments created by staff who are committed and passionate about providing children with the best start in life. Children's deep enthusiasm for play and learning is expertly supported by staff who have a genuine interest and comprehensive knowledge of each child. They use their expert knowledge of how children learn through play to adapt and tailor how they engage with children, which optimises learning opportunities. Staff provide a wealth of activities using innovative ways that allow children to help themselves and be independent in their play. The outdoor area is very interesting and reflects the indoor environment. It is packed with inviting play spaces, exploratory and construction areas and areas for exploring sounds, all of which promote the seven areas of learning and help children learn about their world. This, in particular, supports boys who spend most of their time outdoors and show they are curious and inquisitive as a result. They find water in the most unusual places, such as in the rim of tyres, which they use to mix mud in the mud kitchen. They use their imagination to construct a sleigh for Santa to deliver presents, using cardboard boxes, and, with large chunky chinks, they draw reindeers on the ground to pull the sleigh. Children consistently demonstrate the characteristics of effective learners as they play, explore and ask questions to check their understanding. They are fascinated with exploring sounds made with pots and pans that bang and tinkle in the garden and use

large crates and bricks to construct cars or buildings. Children are curious about history, as they research the invention of the first bicycle and photographs show children riding their own bicycles. During Remembrance Day celebrations, children found articles in newspapers and artefacts to display alongside their colourful poppies.

There are rich opportunities for children to learn to recognise words through the use of clear labelling and photographs throughout the pre-school. Children are beginning to write their names and lists of the presents they want Santa to bring them. They show a real love of books and staff sit with them in small groups to read their favourite stories. Staff teach them the sounds that letters make, which helps children develop skills for learning to read. Staff use the same reading and writing scheme also used in the host school so children are prepared when they move across to the Reception class. For children approaching school age, a meticulous programme is in place. This consists of information sharing, visits to schools and teachers seeing children in the pre-school. The excellent observation, tracking and monitoring of children mean that staff are highly accurate in identifying their individual levels of learning and development. Staff use this information to plan activities for children that engage and challenge them. Consequently, all children make significant gains in all areas of development as a result of attending the pre-school. Staff use successful teaching strategies to support children with speech and language delay and those learning English as an additional language. In addition, they use actions and pictures to support their communication with children. As a result, children make rapid progress in their language and speaking English. However, there is scope to celebrate the home languages of children even further by supporting them to use and view their first language more in the pre-school.

Staff have an excellent understanding of, and have developed, a targeted plan to support and complete the progress check for children between the ages of two and three years for all relevant children. Staff have attended training to develop their knowledge of this age group, redecorated the environment using natural colours and resources to create a calming environment and provide small key person group time. In addition, they liaise with parents to ensure that they are fully involved in the process. This helps to keep parents informed about their child's progress and development from the outset. Staff warmly welcome parents and carers into the setting and partnerships are very strong. They are invited to contribute to staff's understanding of how their child is progressing and they do this by commenting in children's learning records. Strong links are formed with other professionals to ensure early identification of any child with special educational needs and/or disabilities. In addition, relationships with the local schools are well established to help children have a smooth move to the next stage in their education when the time comes.

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

The welcoming and stimulating pre-school, along with staffs' expertise and enthusiasm, ensures children are making exceptional progress and are happy and keen to learn. The resources and experiences offered to children are of an outstanding quality and provide for all children's interests and learning needs. The key-person system is highly effective in supporting children's personal, social and emotional needs. The staff fully embed the key-

person system throughout the pre-school to enable excellent relationships to be established with children and parents from very early on. From the beginning the relationship between the family and the setting is nurtured, so that children can make meaningful attachments and find the confidence to engage in their surroundings. Children choose where to display their family photographs in the pre-school rooms and this helps them settle-in and their first masterpiece is displayed attractively.

There is a strong emphasis on the importance of healthy eating and lifestyles and staff underpin children's understanding of what it means to be healthy through conversation and planned activities. A healthy and nutritious range of snacks are provided for children that include a good selection of fresh fruit and salads. Children are encouraged to be independent from an early age and they serve their own snacks from the open snack bar, which helps them to develop an understanding of a healthy lifestyle. Children place their names on the board to show they have had snack and this helps staff to monitor children who have not accessed it. Staff consistently supervise children as they use the bathroom and encourage them to be independent, while at the same time stay close by to help and support them if needed. Staff explain to children the need to wash their hands before eating and after toileting and why this is important. Children have an exceptional understanding about keeping themselves safe through instruction and activities. For example, they know not to run inside and help to tidy up. Staff and children also undertake regular emergency fire evacuation practices.

Children's behaviour is exemplary. They are very kind as they play cooperatively and share their toys and resources. They use their manners extremely well without prompting from staff and staff offer an abundance of meaningful praise; for example, by stating what a child has done well, such as 'That's great listening', 'Great walking' or 'Well done for sharing.' Children develop an excellent range of physical skills and benefit from daily fresh air. They access the outdoors in all weathers, except for very severe conditions and access waterproof boots supplied by the pre-school. Staff are always appropriately deployed and respond extremely well to the flow of movement of children between indoors and outdoors. In addition, children independently access quiet, cosy areas where they can rest and relax and play quietly. As a result, children's all-round physical and emotional well-being is exceptionally well promoted.

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

All staff in this outstanding pre-school have an excellent understanding of how to protect children from harm. This is supported by ongoing training and robust policies and procedures, which are regularly updated. Designated safeguarding officers ensure that all staff, whatever their role, are trained regarding their responsibility for safeguarding and promoting children's welfare. Management ensure that all new staff go through robust recruitment procedures and that ongoing suitability processes are in place to continually review the suitability of staff. A thorough induction process for new employees ensures staff are fully aware of the pre-school's policies from the beginning. Staff turnover is very low; this reflects the contentment of the staff and the high value placed upon them by management. The staff in this outstanding pre-school have an excellent understanding of,

and commitment to meet, the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. The educational programme is highly effective, as staff monitor planning and children's progress in a meticulous manner. Children make superb progress because staff have high expectations for them and they strive to provide a consistently high quality early years provision. There is a comprehensive system in place to monitor the assessments and evaluate children's learning. The extremely dedicated and enthusiastic staff team are passionate about their work and are led by a strong management team. High quality professional support and supervision is provided for the staff team by the management. Staff performance is managed through regular supervision, appraisals and peer observations to identify training and development needs. Staff frequently undertake training to strengthen their already excellent knowledge of the Early Years Foundation Stage, to support all children, including those who need additional support.

All areas of the pre-school are safe and child-friendly. Security is strong and all visitors are screened before admittance. Staff explain to visitors the emergency evacuation procedure and highlight the safeguarding display and mobile phone policy. All areas used by children are frequently risk assessed to ensure safety and suitability. The pre-school is unquestionably valued by parents. They speak highly of their children's experiences and particularly of the care and concern staff show for the children. One parent reported that, 'My child has been transformed, he is now confident' and 'We made a decision to start him early, he was terrified at being left for the first time but soon settled and now looks forward to attending and does not want leave at the end of the day.' Another parent said, 'The pre-school is fab. My son has had a few challenges in his young life but staff have supported him greatly with his speech and behaviour.' A local childminder commented, 'The pre-school is brilliant. They work well with me to support children. I get lots of feedback daily when I drop off or collect children, staff always keep me informed about children's daily activities routines and development.' Such comments highlight the strong relationships that exist with both parents and others. The highly effective partnerships between the staff, parents, external agencies and other providers also ensure that children's needs are quickly identified and exceptionally well met. Staff go to great lengths to ensure children receive all the support they need to make the best start in their young lives. The management team has implemented an outstanding system of self-evaluation and take a whole team approach. It includes observing how children engage with resources and use the rooms, in order to make changes necessary to support children's needs. They listen carefully to the views of parents and actively involve them through the use of parent consultation days, home link books, questionnaires and workshops. They use the Reach for the stars quality audit to review all aspects of the pre-school and work closely with the local authority to develop the provision for children even further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY433565
Local authority	Warwickshire
Inspection number	853423
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	64
Name of provider	Weddington Pre-School Ltd
Date of previous inspection	19/04/2012
Telephone number	02476352046

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

