

# Wigmore Church and Community Under Fives Pre School

Crawley Green Road, Luton, Bedfordshire, LU2 9TE



<b>Inspection date</b>	29 January 2015
Previous inspection date	14 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children form secure attachments with friendly staff who provide a varied range of activities for them. This supports them to make good progress in their learning.
- Staff value the good partnerships in place with parents and carers. This ensures that there is a coordinated approach to sharing information and supporting children's learning at home.
- Staff are committed to developing their knowledge and understanding of how to best support children's needs. For example, they attend purposeful training, such as learning sign language, and use this during children's play and routines. This helps children to express their needs and to make links in their learning.
- There are close partnerships with teachers where children attend. For example, staff invite teachers into the pre-school, so that they meet the children and discuss their ongoing learning needs.

### It is not yet outstanding because:

- Staff do not always make the most of routine times to promote older children's understanding of counting and simple calculations.
- Staff have not maximised the use of the outdoor area, so that it is a stimulating environment to extend children's learning.

## What the setting needs to do to improve further

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

- enhance the use of the outdoor area, so that it is reflective of the good range of learning opportunities that are available indoors
- make the most of all opportunities to develop children's skills in counting and knowledge of simple calculations as part of the daily routine.

### Inspection activities

- The inspector spoke to the manager, staff and children at convenient times. She engaged in children's play and observed staff interactions during indoor and outdoor play.
- The inspector carried out a joint observation with the manager of the activities during the session.
- The inspector checked evidence of suitability and qualifications of staff working with children. She also sampled a selection of policies and children's records.
- The inspector looked at the pre-school's self-evaluation form and development plan.
- The inspector took account of the views of parents through discussion at the inspection.

### Inspector

Maura Pigram

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make good progress in their learning and development. The manager and her staff are experienced practitioners and have a good knowledge and understanding of how children learn and develop. Children have easy access to a wide range of toys and resources. This promotes their independence and eagerness to learn. For example, they love discovering how to operate the animal shaped torches. Staff teach children through small and large group activities. They use visual aids and sign language during specific teaching sessions, such as story and singing time. As a result, children concentrate and are making good progress in their communication and language skills. However, on occasions, staff do not always maximise opportunities to promote older children's understanding of counting and simple calculations. Children enjoy playing outdoors. However, they are not provided with suitable resources to extend their learning beyond their physical skills. Planning is flexible and staff carry out regular observations and assessments. These are shared with parents, so that they can further support learning at home.

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

Children are helped to settle well by staff who are sensitive to their needs. For example, new children are very well supported because staff allow them time to explore the environment at their own pace. A key-person system is well embedded and information about children is effectively shared amongst the staff. As a result, they know children well and are able to support them as and when necessary. Staff use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. This contributes effectively to supporting children's emotional readiness for the next stage in their learning, such as mixing with others when they start school. Older children show that they are developing caring qualities. For example, they invite younger children to join in with their imaginative play and help them to manage putting on their coats.

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

The manager and her staff demonstrate a clear understanding of the requirements of the Early Years Foundation Stage. They have a secure understanding of child safeguarding procedures, such as possible symptoms of children at risk and how to respond to concerns. They attend regular training to secure this and a detailed policy is available, regularly updated and shared with parents. Since the last inspection, the monitoring of children's progress has been reviewed with positive outcomes. For example, the manager is effectively using an electronic tracking system to help her and her staff to keep a close check on any gaps in children's learning. This means the early identification of any learning needs, such as speech and language delay, are quickly and effectively supported. The manager and staff are reflective of their practice. They have a clear vision for the future, so that they continue to offer a good quality service to children and their families.

## Setting details

<b>Unique reference number</b>	105233
<b>Local authority</b>	Luton
<b>Inspection number</b>	874717
<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>	30
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Wigmore Church & Community Under Five's Pre School Committee
<b>Date of previous inspection</b>	14 February 2011
<b>Telephone number</b>	01582 731188

Wigmore Church and Community Under 5's Pre-School registered in 1990. The pre-school employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, eight hold appropriate early years qualifications at level 3 and one is an administrator. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 4pm on Monday to Thursday and 9am until 3pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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