

Welbourn Pre-School

Welbourn Primary School, High Street, Welbourn, LINCOLN, LN5 0NH



Inspection date

9 March 2015

Previous inspection date

22 September 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The pre-school management committee is not fully aware of its role and legal responsibilities to notify Ofsted of changes within the required timescale.
- Staff do not consistently give children time to freely explore and experiment in their child-led play. This is because staff sometimes interrupt children's play with routine changes, such as snack time, and whole group times.

It has the following strengths

- The manager is very well qualified and is an excellent role model for her staff. In addition, the rest of the staff are well qualified, which results in children receiving consistently good learning experiences.
- Children with special educational needs and/or disabilities make good progress. This is because staff liaise with other agencies and they set joint targets to support children's learning and development.
- Children make excellent progress in their literacy skills. They confidently write their name and identify initial letters. As a result, they are learning important skills for starting school.
- Children benefit from a healthy approach to living. They enjoy fresh air on a daily basis. In addition, they learn about healthy foods when they plant, grow and harvest their own vegetables in the pre-school allotment.
- Staff build up good relationships with parents. Parents regularly look at their child's learning records and they share achievements from home. This supports a cohesive approach to learning and development.

What the setting needs to do to improve further

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

- adapt the daily routine, along with the balance of adult-led group times so that children have rich play opportunities to freely explore and investigate.

Inspection activities

- The inspector toured the pre-school and had discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the classroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

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

Teaching is good. Staff make good use of observations to identify children's next steps in learning. They plan interesting and motivating activities that challenge children. As a result, children remain engaged in playing and exploring. Staff understand that children learn best from a balance of adult-guided experiences and child-led play. However, at times children's independent learning is interrupted by changes in routine and adult-led group times. Children are confident communicators. Staff engage children in conversation, asking questions to help them think. Children eagerly take part in a phonics session and learn about letters and sounds. They sing songs and do actions to the rhymes. Staff read a book and children recall events in their life that link to the story. This supports their listening and attention skills and develops an early love of books. Children enjoy using the computer to play number games. They competently operate the mouse to indicate the correct numeral.

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

The provider has failed to notify Ofsted of changes to members of the committee. This means that the pre-school is overseen by people whose suitability has not been assessed. Therefore, children's safety is not effectively assured. Staff build up strong emotional attachments with the children. Consequently, children demonstrate self-confidence. Outdoor play is very popular. Children benefit from fresh air as they run around the play space. They practise their physical skills by climbing and sliding on the equipment. The pre-school has a very good relationship with the host school. Children enjoy running around in the school hall. As a result, they become familiar with the school environment and they are emotionally prepared for their eventual move to school.

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

Leadership and management of the pre-school lacks efficiency. Ofsted have not been informed of the changes to the committee within the prescribed time period. Furthermore, not all members hold a current Disclosure and Barring Service check, however, the impact on children is minimised. This is because recruitment is carried out by the manager and registered person whose suitability has been checked and whom Ofsted are aware of. Staff have attended safeguarding training. As a result, they can identify the signs and symptoms of abuse to protect children from harm. Staff have attended a range of training opportunities to support them in meeting the learning needs of children. The manager monitors the planning to ensure that there are no gaps in the educational programme. As a result, children receive learning experiences in all the areas of learning. Recommendations from the previous inspection have been successfully addressed. The manager has a clear vision of the pre-school's strengths and areas for improvement. Staff share information with other providers where children also attend. This ensures children benefit from continuity in their care and learning.

Setting details

Unique reference number	EY391663
Local authority	Lincolnshire
Inspection number	859374
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	24
Name of provider	Welbourn Pre-School Committee
Date of previous inspection	22 September 2009
Telephone number	07790 928548

Welbourn Pre-School was registered in 2009. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 2, including the manager with a foundation degree at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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