

Weston Wombats

Weston Village Hall, The Green, Weston, Stafford, Staffordshire, ST18 0JH



Inspection date

17 March 2015

Previous inspection date

15 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is strong and has a positive impact on all children's progress. For example, children receive visitors from the local community as they explore people who help us, and parents visit to talk about caring for their pets.
- Management and all staff have a strong awareness of the possible signs of abuse. They know what to do and who to contact should there be a concern about any child in their care. This, and robust risk assessments, makes sure children are effectively safeguarded.
- All management, staff, parents and their children are fully included in the self-evaluation processes of the setting. As a result, targets are identified and improvements are driven forward to make sure outcomes for all children continue to be good.
- The manager provides regular, effective coaching for all staff and makes sure that they can access appropriate training. For example, staff have attended training in how to support children's readiness for starting school. Consequently, children become confident and are well prepared for school.

It is not yet outstanding because:

- Some children's learning and development observations are not regularly shared with the other settings they attend. As a result, planned next steps in the child's learning are not always fully aligned.
- Children are not always provided with frequent opportunities to move freely between the indoor and outdoor play areas as they wish.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with all the other settings children may attend, to enable regular sharing of all children's learning and development observations so that children's needs are quickly identified and exceptionally well met
- increase opportunities for children to move between their indoor and outdoor environment during child-initiated playtimes, maximising children's freedom to explore the world around them.

Inspection activities

- The inspector looked at a range of documents, including evidence of staff suitability and qualifications and the provider's self-evaluation and improvement plans.
- The inspector observed a variety of activities in the indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Mary Henderson

Inspection findings

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

Staff provide an interesting and challenging range of activities to encourage children's learning about mathematical concepts. For example, during shape recognition activities, staff encourage children to identify two dimensional and three dimensional shapes at the table. They further children's learning through demonstration of how to make shapes with their fingers on the table top and in the air. Staff then encourage children to identify similar shapes in the environment, such as the circular clock and the camera lenses. Children confidently identify that the triangle has three sides and the square has four. Staff encourage children's critical thinking further through the use of open-ended questions that have many possible answers. Consequently, children identify the diamond shape with confidence. Younger children are supported as staff use 'go on, you can do it' comments. These activities support children's understanding about the world around them and engages them in learning about mathematical concepts. There are strong partnerships with parents and the local schools. However, there is scope to further strengthen the already positive relationships with other providers to make sure that learning and development observations about the children are regularly shared, and that the next steps in their learning are acknowledged.

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

Children are praised throughout the day and enjoy doing important jobs that foster their self-esteem and confidence. For example, helpers pass out and collect cups and plates at snack times. This further supports their readiness for school and fosters their personal, social and emotional development. As a consequence, children are well behaved and show a high regard for one another and the staff that care for them. Children spend time in the outdoor play areas where they take in the fresh air, ride their tricycles and climb, balance and chase their friends. This fosters their physical development and helps them to learn about a healthy lifestyle. However, for those children who prefer to learn outdoors for extended periods of time, there are fewer opportunities for them to be able to make this choice during their initiated playtimes. Children learn about their personal safety as they practise the evacuation procedures and learn about road safety through discussions and activities in the outdoors.

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

Management and staff have a clear awareness about the learning and development, and safeguarding and welfare requirements for the Early Years Foundation Stage. Management effectively monitor the educational programmes and make sure that intervention is sought early where gaps in children's learning are identified. As a result, children's progress towards the early learning goals is good.

Setting details

Unique reference number	218277
Local authority	Staffordshire
Inspection number	865735
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	22
Name of provider	Weston Wombats Committee
Date of previous inspection	15 March 2011
Telephone number	07958 591 277 and 01785 607616

Weston Wombats was registered in 1992. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds an appropriate early years qualification at level 2. The pre-school opens Tuesday and Wednesday, from 9.15am until 2.45pm, and Thursday from 9.15am until 1.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

