

Wrawby Under 5's Pre-School



Pre-School Building, Wrawby School, Vicarage Avenue, Wrawby, Brigg, North Lincolnshire, DN20 8RY

Inspection date

14 April 2015

Previous inspection date

10 November 2011

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		Requires improvement	3
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The quality of teaching is variable. This means that staff do not always use a wide range of teaching strategies to support and encourage children to think through and plan their ideas, so they are better prepared for their next stage in learning.
- Staff do not always provide stimulating learning opportunities which take into account children's individual needs, interests and stage of development. Consequently, some children are not fully engaged, motivated or challenged further in their learning.
- Staff do not always use key words in children's home language to fully support those who speak English as an additional language in their play and learning.
- Highly successful strategies are not fully in place to gather precise information about children's learning from other settings that they also attend.

It has the following strengths

- The committee and staff have worked hard to create a new, well-resourced environment. This enables children to access resources independently, which promotes their confidence and supports their physical and emotional well-being.
- Staff demonstrate a sound understanding of child protection and have developed safeguarding procedures to ensure that children's safety is promoted.
- The new manager understands her responsibility to implement the requirements of the Early Years Foundation Stage. She shows a commitment to drive improvement.
- Partnerships with parents and other professionals are in place to ensure that the needs of children with special educational needs and/or disabilities are effectively met.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the range of learning opportunities for some children by planning interesting activities matched to their interest and stage of development, in order to enrich and promote all children's learning to a higher level
- improve the quality of teaching by ensuring all staff use effective questioning techniques to extend children's thinking or reshape tasks, so that children make good or better progress in their learning.

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

- build on how staff support children who speak English as an additional language, for example, by using the child's home language in learning opportunities to reflect their cultural backgrounds
- strengthen partnerships with other early years settings that children also attend to share ongoing information about children's development, in order to further complement and support their learning.

Inspection activities

- The inspector observed activities in the main playroom and outside play area. She also carried out a joint observation with the manager.
- The inspector viewed a range of documents including children's files, assessment records and planning of play activities. The inspector also looked at relevant policies and procedures.
- The inspector talked to the nominated person and the new manager about the pre-school's self-evaluation form and their improvement plans.
- The inspector checked evidence of the suitability and qualifications of the staff working with children.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held discussions with the manager and members of the committee.

Inspector

Caroline Stott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff have a suitable understanding of the learning and development requirements. They regularly observe, assess and plan for children's learning. However, these are not fully effective as these observations are not always used to offer planned interesting learning opportunities. In spite of staff holding appropriate childcare qualifications, the quality of teaching is variable. This is because not all staff show the same level of skill when supporting and questioning the children. As a result, some children are not engaged and motivated in their learning. For example, children who speak English as an additional language are not fully engaged by staff using key words in their home language. Nevertheless, children play and explore the water, sand, glue and paint and enjoy physical activity in the outdoor area. This supports their physical and creative development. Therefore, children have suitable opportunities to progress across the seven areas of learning but are not always challenged to their maximum potential.

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

Children are allocated a key person when they start and parents are encouraged to stay. This helps children to settle and supports partnerships with parents. Staff are friendly and kind to the children, which enhances their emotional well-being and promotes good behaviour. Staff are vigilant about children's safety and supervise them closely. The staff work closely with the host school, which means that children are already familiar with the school environment. Consequently, the children are emotionally prepared for their move to school when the time comes. However, partnerships with other early years settings that children also attend are not yet secure. This means that sometimes information about children's ongoing learning and development is not shared. As a result, a consistent approach to children's learning and development is not fully promoted.

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

Thorough recruitment procedures ensure all those who work with children are suitable to do so. Staff access local training, such as first aid, and deal with accidents effectively. The special educational needs coordinator ensures she completes training to meet children's identified targets, to aid their progress. The committee uses ongoing self-evaluation to review the setting and gathers feedback from parents via annual questionnaires. This helps to identify some areas for improvement and plan targets. The recommendation from the previous inspection has been addressed, which shows a commitment to developing the pre-school further. Steps are taken to monitor the educational programmes through regular planning meetings and annual staff appraisals. However, this process is not yet effective in swiftly identifying and addressing the inconsistencies in children's learning opportunities and supervising the staff's quality of teaching. Consequently, children are not making the best progress they could to prepare them for their next stage in learning and, eventually, school. However, the newly appointed manager is highly qualified and fully committed in raising standards to improve the outcomes for children.

Setting details

Unique reference number	205727
Local authority	North Lincolnshire
Inspection number	865369
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Wrawby Under 5's Pre-School Committee
Date of previous inspection	10 November 2011
Telephone number	0796 0021517

Wrawby Under 5's Pre-School was registered in 1976. The pre-school employs five members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6 and four staff hold level 3. The pre-school opens from Monday to Friday during 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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