

Wyke Regis Pre-School Playgroup

Shrubbery Lane, Wyke Regis, Weymouth, Dorset, DT4 9LU



Inspection date

Previous inspection date

29 April 2015

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:

- Staff do not make good use of the assessments and activities to help children achieve their next steps for learning and to challenge them well. Consequently, some children do not make good progress in all areas of learning.
- Staff do not consistently help some children learn how to handle knives safely at snack time when they chop foods. This does not help them to learn about using tools safely.
- Staff do not always make effective use of the activities or children's choices to interest and engage all children to help them become motivated learners.
- Staff and management do not thoroughly evaluate the quality of children's learning to ensure they promote all aspects of learning well.

It has the following strengths

- Staff help children to behave well and learn about what is expected of them through the pre-school golden rules. They encourage children to use sand timers to help them manage turn taking well.
- Parents contribute to their child's learning through sharing information about what their child is doing at home and borrowing books from the pre-school library.
- Children enjoy lots of outdoor play time in all weathers to promote outdoor learning and physical development.
- Staff count and explore numerals with children in their play and during everyday activities. This promotes children's understanding of number effectively.

What the setting needs to do to improve further

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

- improve the use of assessments and staff teaching to provide all children with more challenge to help them progress well in all areas of their learning.

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

- strengthen children's understanding of how to use tools safely, in particular at snack time
- develop the use of activities to interest and engage all children and help them become motivated learners
- develop self-evaluation to identify and address all weaknesses in the quality of children's learning to drive continuous improvement.

Inspection activities

- The inspector observed activities and the quality of teaching in the play room and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Inspection findings

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

Staff follow children's interests when planning activities each week to promote children's next steps for learning. They prepare interesting indoor and outdoor play areas with a good range of activities. Some staff interact to challenge children in play and help them achieve their goals. For example, staff asked questions to encourage children to think about and recall their puddle-splashing activity and to discuss where the rain came from. Children told them 'the sky' and 'the clouds'. This promotes children's language skills and understanding of the world. However, not all staff have good teaching skills. For example, staff did not engage with some quieter children who played happily but with limited challenge to extend their learning. This inconsistency in teaching means that not all children make good progress in relation to their starting points.

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

Staff work closely with parents to settle children in each morning. They meet regularly with external professionals to promote any additional needs for children consistently. For example, staff used picture cards and sign language to prepare children for change throughout the session. They supported them well to manage their feelings. While this helped to promote these children's emotional well-being, at times it had an impact on other children who did not always receive the support they needed. As a result, some children were unable to complete their chosen activities or prepare their snacks effectively and soon lost interest. Overall, staff promote children's independence well throughout the sessions. For example, children registered themselves on arrival. They helped to carry out risk assessments to ensure that the premises were safe and to set out and prepare snack time. This helps to prepare children for future learning and the move to school as they gain independence and learn about recognising danger. However, staff did not consistently guide children with additional needs on how to hold and use safety knives correctly at snack time. Therefore, this does not help them learn about using tools safely.

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

Management and staff have a suitable knowledge and understanding of the requirements of the Early Years Foundation Stage. They have a secure understanding of their roles and responsibilities to safeguard children's welfare and the correct procedures to follow in the event of any concerns. Management monitors staff knowledge and understanding through supervision sessions and plans training to improve their skills. For example, staff attended training and learnt how to develop children's non-verbal communication skills. Management and staff complete evaluations of the provision to identify areas for improvement. However, these are not sufficient to identify and address all weaknesses in children's learning.

Setting details

Unique reference number	141018
Local authority	Dorset
Inspection number	836603
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	57
Name of provider	Wyke Regis Pre School Playgroup Committee
Date of previous inspection	10 November 2011
Telephone number	01305 789222

Wyke Regis Pre-school Playgroup registered in 1993. It is located in the Wyke Regis area of Weymouth, Dorset. The pre-school is open weekdays, during term time only, from 9am to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight members of staff, of whom one hold an early years qualification at level 5 and five hold qualifications at level 3.

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

