

Watlington Pre-School

Watlington Cp School, Rectory Lane, Watlington, KING'S LYNN, Norfolk, PE33 0HU



Inspection date

27 April 2015

Previous inspection date

2 February 2012

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		Outstanding	1
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

- Children make good progress in their learning and development given their starting points. Staff use their good understanding of how children learn and develop to provide stimulating and challenging activities for them.
- Assessment of children's progress is accurate and consistent. Parents are fully informed of their children's progress and their individual next steps in learning. Staff share ideas of how to support children's continued learning at home with parents.
- Children's emotional well-being is extremely well supported. Settling-in procedures are extremely flexible to meet children's individual needs. Staff tailor support to meet each child's specific needs to ensure a smooth start to school.
- Staff establish good, respectful and warm relationships with the children who demonstrate they feel safe and secure. Staff are good role models and are consistent in their high expectations of children's behaviour.
- Arrangements for safeguarding children are strong. Staff fully understand their role and responsibilities to protect children from harm. Good procedures are in place which ensure suitable adults work with the children.
- Partnerships with parents and other professionals are well established and contribute significantly to the good progress the children make.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's learning to the highest level.
- Opportunities for staff observations of each other's practice are not yet fully embedded to drive the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- enhance the quality of teaching even further by making the most of everyday opportunities to develop children's learning to the highest level and promote their creative thinking and problem-solving skills
- enhance further the use of peer-on-peer observations to share good and outstanding practice, to drive the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outdoors.
- The manager spoke with the staff and the children at appropriate times and held a meeting with the provider and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records and learning journeys, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Gail Warnes

Inspection findings

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

Staff are experienced and professionally qualified. They use their professional expertise and good knowledge of the children to promote learning through fun and interesting activities. Consequently, children show high levels of engagement and are excited to participate. Children develop early writing and mathematical skills as they play shops and record the prices of items for sale. Older children begin to link letters and sounds in targeted activities to support their early literacy skills. Children develop a keen understanding of other creatures' needs as staff support them to care for the pre-school's guinea pigs. The quality of teaching is good. However, sometimes staff miss opportunities to challenge children's critical thinking and problem-solving skills. For example, opportunities to develop mathematical thinking as children play with the stepping logs are missed. Nevertheless, all children make good progress and acquire good skills to support their future education. Staff make observations of children's learning experiences and regularly assess their progress.

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

Staff are kind, caring and extremely approachable. Children form strong emotional bonds with staff. Consequently, children are confident and begin to form friendships with their peers. Staff support children's growing independence in their personal needs and in their play. For example, children spontaneously develop the highly stimulating environment to put on their own production of songs for staff and other children. Children learn to manage their own risk as they explore the richly-resourced environment. Staff sensitively assist them to develop their confidence and physical skills as they negotiate slides and climbing apparatus. Staff are exceptionally skilled in supporting children at times of change. They are flexible and work in solid partnership with parents to support children's emotional well-being. Consequently, children settle quickly into the pre-school routine and are extremely well prepared emotionally for school.

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

Leaders are knowledgeable, passionate and committed to ensure every child has equal opportunity to achieve their best potential. The manager has effective systems in place to monitor assessments of children's progress. Consequently, any gaps in progress are swiftly identified. Effective partnerships with other professionals ensure a consistent and joined-up approach to support individual children's specific needs, especially those with special educational needs and/or disabilities. Performance management reviews and meetings are held frequently, and staff are supported to attend appropriate training events. Staff share what they learn with each other, enabling them enhance their knowledge. However, opportunities to develop the quality of teaching through the sharing of good practice are not yet fully embedded. Parents typically comment they are delighted with the progress their children make, and that they are enjoying themselves.

Setting details

Unique reference number	EY433017
Local authority	Norfolk
Inspection number	853362
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	53
Name of provider	Watlington Pre-School Limited
Date of previous inspection	2 February 2012
Telephone number	01553811035

Watlington Pre-School was re-registered in 2011. It is committee-run and operates from a mobile building in the school grounds. Sessions are term time only, from 8.30am to 3pm, each week day. The setting offers funded early education to eligible two-, three- and four-year-old children. The committee employs seven members of staff, all of whom hold early years qualifications at levels 4, 3 and 2.

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