

Weldon Pre-School

Village Hall, Bridge Street, Weldon, Corby, Northamptonshire, NN17 3HR



Inspection date

15 May 2015

Previous inspection date

19 May 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

- The quality of teaching is good. Staff spend time with the children during their activities, talking to them and encouraging them to explore their ideas. The information they gather from this interaction is used to inform the planning, which results in activities children are interested and eager to take part in.
- Staff demonstrate a good understanding of how to safeguard children. They know the procedures to follow in the event of any concerns, because they regularly update their training in child protection.
- Children benefit from effective partnerships that are in place with parents. Parents are provided with daily information about the activities their children have enjoyed, and are encouraged to contribute to their children's records of achievement. This ensures a consistent approach for the children.
- Children are well prepared for the move on to school because staff ably promote their independence skills. They choose their own activities, adding to their games by moving resources around as they wish, asking questions and working with staff to solve problems.
- The staff team work well together which means the organisation of the pre-school is effective. Children enjoy the relaxed and fun environment because the staff get involved in their play, while allowing them to lead what is happening.

It is not yet outstanding because:

- Sometimes, large group activities are not organised well enough to interest and engage all children.
- Occasionally, staff do not encourage children to consider possible risks involved in their chosen activities, and support them to think about ways they can reduce risks.

What the setting needs to do to improve further

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

- strengthen the organisation of large group activities to ensure that all children are always able to take part in a meaningful way, for example, by regularly dividing the group so that the activities are appropriately pitched for the ages and abilities of the children taking part
- enhance the already good opportunities for children to consider how to keep themselves safe, for example, by extending conversations about how they can be involved in the risk assessment of their chosen activities.

Inspection activities

- The inspector observed activities in the main playroom and in the outside play area.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and with two members of staff.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the pre-school and the provider's self-evaluation document.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

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

Children are provided with a good range of activities that are linked to their identified next steps in learning. Staff take account of children's interests, adding these to the planning and extending them. Children have time to become fully involved in their play. Children enjoy taking part in activities linked to the theme of pirates. They explore treasure chests and role play indoors, dig for treasure in the sand outdoors and use physical play equipment as a ship and a plank. Staff support children well during their play, helping them to consider how they can display pirate flags without anyone getting caught up in them. However, when children come together as a large group, some occasionally lose interest and become distracted because the activity is not fully suited to their age or ability. Children's communication and language is promoted because staff talk to them during their play, using opportunities to introduce new and descriptive words.

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

Children are able to settle quickly because staff work individually with their parents from the start to find out their specific needs. Children demonstrate they know the staff and are confident to initiate conversations and ask for items they want. Children show familiarity with the daily routines, such as choosing when they have their snack and a drink. Children are safe because staff are vigilant in supervising them during their play. They use climbing equipment and listen to staff as they explain how to manage the steps safely. However, occasionally, staff do not fully extend conversations with children about how safe they think their activities are, and how they think they can make it safe for everyone to take part. Staff are consistently good role models. They help children to resolve differences, to share and to take turns. This results in children quickly understanding what behaviour is acceptable.

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

The staff team have a good understanding of the learning and development requirements and of how to keep children safe. There have been some staff changes recently, however, these have been managed effectively to ensure that children remain secure and quickly develop a positive relationship with the team. The manager is supported by the committee in recruiting suitable members of staff, who are encouraged to continue their professional development through regular supervision and attending training. This commitment results in staff who are confident and involved in the pre-school, which has a positive impact on the children. Accurate planning and assessment of each child's progress means that those who require specific support are identified. Well-targeted plans for the continued development of the service and a consistently evaluative approach to their work, means that staff continue to meet children's and their families' needs.

Setting details

Unique reference number	220054
Local authority	Northamptonshire
Inspection number	865840
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	30
Name of provider	Weldon Pre-school Committee
Date of previous inspection	19 May 2011
Telephone number	07761 657382

Weldon Pre-School was registered in 2000 and is managed by a committee. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and 6, including one with Early Years Teacher Status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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