

Wilby Village Pre School

The Pavilion. The Playing Field, Main Road, Wilby, Northamptonshire, NN8 2UE



Inspection date

21 May 2015

Previous inspection date

12 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

- Staff assess and minimise potential risks effectively. They are aware of their responsibilities to supervise children and protect them from abuse and neglect.
- Children's emotional security is addressed well. Staff members' relationships with children are good and children are happy and settled.
- Children make good progress in their communication and language development. Staff support their learning by organising regular rhyme-time sessions. Children use their good speaking skills when they play with their puppet theatre.
- Partnerships with parents are very good. Parents share very positive views about the provision. They comment on the quality of the education, children's good progress, and the experienced, caring and professional staff.
- Staff support children's mathematical learning effectively, and children spontaneously use mathematical language while they play. For example, they create a circle with musical stepping stones and say that they, 'don't need any more because the circle is big enough'.
- Documentation required for the safe and efficient management of the provision and to ensure that the needs of all children are met, is well maintained and implemented.

It is not yet outstanding because:

- Children's independence is not always maximised. Some children are unaware of the variety of resources that are not stored in the playroom, and a way of aiding their decision making has not been fully considered.
- Staff do not maximise the use of labels in the playroom. Consequently, children's understanding that written words have meaning is not extended. Some posters are displayed, but these and children's books are in English only.

What the setting needs to do to improve further

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

- enhance children's decision making, for example, by providing pictures of the very good variety of toys and activities that are not stored in the playrooms
- extend labelling in order to maximise children's learning that print carries meaning, and consider different languages so that children gain an awareness of other languages in print as well as English.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and discussed teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

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

The manager and staff ensure that children's learning builds on what they already know and can do. They observe and assess children's level of achievement and then plan for the next stage in their development. Children develop skills in readiness for school. Children's speaking and thinking skills are promoted well. Staff offer good assistance to children who have difficulty in pronouncing some words. They clearly repeat what children are trying to say and support them in using a sound phone. Children place the phone to their ear so that they can hear their own pronunciation. Children are challenged physically because staff provide toys and tools for them to manipulate that are appropriate for their stages of development. Children's creativity when they investigate media, such as, paint, sand, water and dough, is promoted well. Children enjoy looking at books and staff encourage them to notice the print when they read stories. However, children's reading development is not extended with the use of signs and labels in the play environment, and there is no print that reflects the different languages of the children that attend. Consequently, children's knowledge of written words and their awareness of diversity are not maximised.

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

Parents provide clear information on their child's needs and staff address these needs well. Children's good health is protected because they are physically active. The outdoor play area is used effectively throughout the year to support children's learning. They develop skills when they use play equipment in their own outdoor area and when they play on challenging equipment in the village park which is adjacent to the provision. Children behave well and understand rules for turn taking and sharing. Their self-confidence is boosted by staff through praise for their efforts and achievements. Children's independence is promoted generally well, but is not fully maximised. For example, they confidently choose toys and activities that are set out by staff, but do not have access to the area where resources are stored. Staff ensure that children experience a range of resources. However, they have not developed a way of making sure that all children are aware of all that they can choose from.

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

Children's health and safety is addressed well by staff. Recruitment and selection procedures are clear and vetting procedures for staff meet requirements. Staff promote children's safety because the designated person for child protection regularly attends training and cascades information to all staff. Children's welfare is addressed because staff hold current first-aid certificates. The manager holds a qualification at level 5 and when observing staff members' practice she uses her knowledge to identify strengths and areas for improvement. This is then discussed during meetings with staff. A current priority is for staff to use skills gained on training to ensure best practice for promoting children's language development. Parents are encouraged to be involved and a workshop for them on story telling is being planned.

Setting details

Unique reference number	EY278803
Local authority	Northamptonshire
Inspection number	872804
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	35
Name of provider	Wilby Village Pre School Committee
Date of previous inspection	12 May 2011
Telephone number	07800 665180

Wilby Village Pre-School was registered in its current premises in 2003. It employs five members of childcare staff and all are qualified. The manager holds an early years qualification at level 5, one staff member is qualified at level 4 and other staff are qualified in early years at level 3. The pre-school opens term time only from Monday to Friday. Monday to Thursday sessions are from 9.15am to 1.15pm and on a Friday the session is from 9.15am to 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

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