

Welland Pre-School

The Pavilion, Spittlesfield, Marlbank Road, Welland, Worcestershire, WR13 6NE



Inspection date

18 May 2015

Previous inspection date

1 October 2010

| 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 provide a friendly, family atmosphere. This promotes children's emotional development. Children thoroughly enjoy their time at the pre-school. They are very happy and relaxed in the welcoming environment.
- Arrangements for safeguarding children are robust. Secure systems check the suitability of staff that work with children. The manager ensures staff undertake relevant training to keep their knowledge and skills up to date.
- All staff are qualified and demonstrate a secure understanding of how children learn and develop. This helps them to plan interesting and stimulating activities, which support children's progress across the seven areas of learning. As a result, children gain the key skills they need to move confidently on to school.
- The manager is passionate about her role and is committed to the continual improvement of the setting. Therefore, she is striving to provide the best care and education for children.
- Partnerships with parents are a key strength of the setting and staff work hard to ensure there is a joint approach to children's care and learning.

It is not yet outstanding because:

- Staff do not always ensure the more able children are challenged, to achieve at the highest level.
- Staff do not always successfully organise group story times to fully engage younger children.

What the setting needs to do to improve further

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

- provide greater challenge for more able children, to ensure they make the best progress possible
- improve early literacy experiences for younger children by reviewing the way story sessions are arranged.

Inspection activities

- The inspector held a meeting with the manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's learning and development records, and sampled other documentation, including safeguarding information.
- The inspector observed activities and the quality of teaching, inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Trisha Turney

Inspection findings

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

Key persons know children well and share objectives for their individual learning with other staff and parents. Staff effectively use observations and assessments of children's achievements, based on accurate starting points. Plans for progression are effectively linked to planned activities, to ensure that all children make progress. Consequently, children's individual needs are well met and they make good developmental progress, in relation to their starting points. Staff make good use of sign language and repetition, to support children's communication and language development. Staff encourage children to observe the changes in the tadpoles they care for. As a result, children learn to care for living things and learn about growth over time. However, there are times when more able children are not fully challenged by staff to achieve at the highest level. Children who speak English as an additional language are well-supported. For example, staff use and display words in their home language.

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

Children form close relationships with staff and other children, and are very well behaved. They develop self-confidence and independence, and are keen to initiate their ideas during play. For example, they build their own dens and pretend to have a wedding ceremony. Older children enjoy listening to staff as they read a story to the group. However, younger children are sometimes distracted during story times. This is because they sit with the older children and the story is sometimes difficult for them to follow. Children demonstrate a good understanding of how to manage risks, because practitioners teach them how to use and handle equipment safely. Children have many opportunities to be physically active outside. This enhances children's physical well-being and encourages them to be active in their learning. Staff work well with local schools and the other settings children attend. This ensures good continuity of care for children.

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

The manager has carried out an extensive review of the pre-school, and has prioritised the relevant areas for development. Detailed action plans mean that staff continually reflect on their practice, and change aspects of the provision to make things even better. Clear procedures are in place for the safe recruitment and vetting of staff. The manager effectively checks the staff's practice through regular observations and formal appraisals. Staff are encouraged to consider their own training needs and where they feel they need additional support. Consequently, all staff have opportunities to progress in their professional development. The manager consistently checks the progress children are making. Staff act promptly to put plans in place to address any gaps in learning. There are effective partnerships with parents, and other professionals involved in children's care and development. As a result, all children quickly receive the additional support they require, including those with special educational needs and/or disabilities.

Setting details

| | |
|------------------------------------|------------------------------|
| Unique reference number | EY402179 |
| Local authority | Worcestershire |
| Inspection number | 850415 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 35 |
| Name of provider | Welland Pre-School Committee |
| Date of previous inspection | 1 October 2010 |
| Telephone number | 01684310690 |

Welland Pre-School was first registered in 1971 and moved to the purpose-built community building in 2010. The pre-school is in Welland, near Malvern, Worcestershire. It is open each weekday during school term times from 9am until 3pm. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are five members of staff who work regularly with the children. Of these, three hold appropriate early years qualifications at level 3 and two members of staff hold qualifications at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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

