

Welholme Pre-School

Welholme Infant School, Heneage Road, Grimsby, North East Lincolnshire, DN32 9JD



Inspection date

8 June 2015

Previous inspection date

25 January 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		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

- Strategies for numeracy and literacy are very effective at challenging children's learning. They learn through play and receive a great deal of positive praise and encouragement.
- The special needs coordinator is enthusiastic, and committed to accessing the correct services for children with special educational needs. Her reports are very detailed and she provides an overview of each child's needs to ensure they receive the best care possible.
- Children's welfare is safeguarded by staff who are knowledgeable in child protection issues, and are confident in correctly reporting any concerns.
- Parents spoken to at inspection are delighted with the progress their children make, and praise the hard working staff. They feel involved and an important part of their children's learning as staff work in partnership with them.
- The manager is skilled at leading the staff team. She demonstrates her knowledge and models good practice. She constantly monitors the quality of teaching, and values the importance of continual professional development for staff.

It is not yet outstanding because:

- Occasionally, staff interventions hinder children's own lines of discovery, rather than further enhancing their play and learning.

What the setting needs to do to improve further

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

- raise the overall level of teaching by helping staff to recognise and support children in following through with their play ideas, discoveries and uses of resources.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sharon Waterfall

Inspection findings

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

Detailed assessment of children's learning ensures that all children make good progress. Staff identify individual children's needs and use a range of effective teaching practices to plan specific learning for every child. This ensures that all children, including those with special educational needs and English as an additional language, continually progress in all areas of learning. Staff skilfully support children's learning as they use very specific and directive language. This allows children to quickly understand what is expected of them and how they can complete a task for themselves. Teaching of early literacy is particularly effective. For example, children enjoy identifying items that rhyme and use these to sing songs. These abilities support children well as they move on to school. Generally, staff support children well by asking questions and extending their imaginative play. However, at times, staff hinder children's own lines of discovery and play ideas by not allowing them to use toys and resources as they wish to. For example, staff sometimes move resources children have set out in a particular way, not allowing children to move toys to different areas.

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

The staff's absolute commitment to providing children and their families with an personalised service is a particular strength. A key aspect of this is the way staff involve parents in all aspects of their child's care and learning. Parents spoken to at inspection praise the staff for going above and beyond. They say staff always value the information parents provide about their children. This commitment to a shared approach means that children's emotional needs are very well met. They make good progress in their personal and social development, and this provides a secure platform for the rest of their progress. Staff encourage the children to be very independent, such as washing their own plates after snack. They complete large physical wake-up exercises, which support them to use their bodies in readiness to develop their fine motor skills. This attention to detail ensures that children are well prepared for moving on to school.

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

The manager leads a strong and committed staff team. They work well together to provide a consistent ethos, and a good quality educational programme for children. Staff are well qualified and attend ongoing training, which has a very positive impact on children's educational development. Robust recruitment procedures, regular supervisions and continual personal development ensure that the staff caring for the children are highly skilled and suitable. There is a high priority given to safeguarding and supporting children's welfare needs. The management team is very skilled at evaluating the quality of the provision. They find continual ways to improve and monitor its impact. Children's progress is constantly checked and any gaps are quickly identified and addressed. Staff work extremely well with a range of professional agencies to ensure that all children's developmental needs are met.

Setting details

Unique reference number	205567
Local authority	North East Lincolnshire
Inspection number	865350
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	64
Name of provider	Welholme Pre-School Committee
Date of previous inspection	25 January 2010
Telephone number	01472 269740

Welholme Pre-school was registered in 1994. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with a degree in early years. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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