

# Wylam Preschool Playgroup

Falcon Centre, 1 Falcon Terrace, WYLAM, Northumberland, NE41 8EE



## Inspection date

18 June 2015

Previous inspection date

17 April 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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are very happy with a team of dedicated and caring staff who effectively nurture their emotional well-being. Induction procedures are skilfully tailored to children's needs and a flexible key-person system supports their individual preferences. As a result, children develop secure emotional attachments with staff and feel fully assured as parents leave.
- Staff use the information from their accurate observations and assessments to plan a good range of fun and challenging experiences for children to engage in. These are skilfully shaped to children's learning needs and interests. As a result, children make good progress and gain the key skills needed for their move to school.
- Partnerships with parents are good. Staff keep parents well informed of their children's time at the setting through effective communication and stay and play sessions. Regular newsletters and staff's 'learning tip of the week' ensure that parents have many opportunities to extend their children's learning at home.
- Well-qualified staff are committed to their roles and regularly attend further training to extend their knowledge and skills. They actively share what they have learned with other staff and apply their learning in practice to improve the quality of care and learning for children.

### It is not yet outstanding because:

- On occasions, staff do not always sustain children's interest in adult-led activities as they do not always see the activity through from start to finish.
- The outdoor environment does not ignite children's learning as it is not visually stimulating.

## What the setting needs to do to improve further

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

- strengthen the monitoring of the adult-led activities so that all staff are consistently aware of their role in delivering these from start to finish, to support children in sustaining their interest and to extend their learning even further
- enhance the outdoor environment with a wider range of pictures and print for children to observe so that their learning is ignited further when playing outdoors.

### Inspection activities

- The inspector toured the areas of the pre-school.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector conducted a joint observation with the manager of the setting during an adult-led activity.
- The inspector observed children both indoors and outside.
- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector examined a range of documents. These included evidence of suitability checks, policies and procedures, the provider's improvement plan and children's learning files.

### Inspector

Charlotte Bowe

## Inspection findings

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

The quality of teaching is good. Children's desire to play and learn is effectively supported by a team of knowledgeable and experienced staff who have a good understanding of how they learn. Staff skilfully support children in building upon their prior learning. They use their knowledge of children's love for playing with different vehicles to encourage children to engage in creative activities, to broaden their knowledge and skills. Children demonstrate their excitement as they rummage through the resources and find pictures of cars, trucks and tractors. They use tools for a purpose when sticking these on to their paper and when attempting to write their own names on their pictures. Children enjoy taking part in regular exercise sessions. They competently follow instructions from staff and develop their physical skills as they move in a variety of ways. Staff ask children how they feel afterwards. Therefore, they learn about the effects of physical exercise on their bodies and develop good communication skills when thinking creatively for themselves.

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

Children are welcomed into the setting with a friendly smile. The indoor environment is creatively decorated with a good range of children's own work, pictures and print. This creates a bright and appealing environment where children are invited to play and learn. However, the outdoor area is not as attractive or stimulating for children. Good quality information about children's care, learning and development needs is collected from parents when children first begin. This means that staff know children well and respond effectively to their every need. Staff sensitively encourage children to do many things for themselves to develop their confidence and independence. Children confidently select their own photograph and place this on the self-registration train. They eagerly place their own paintings onto the drying rack to dry. Children understand the importance of washing their hands before snack and readily explain that, 'it is to wash the germs away'.

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

Managers and leaders invest in the whole staff team through a good programme of support, training and coaching. The manager monitors staff performance as she works together with staff each day. Regular supervision meetings and peer observations clearly identify what staff do well and what needs to be improved. However, there is room to strengthen the monitoring of adult-led activities so that all staff consistently understand their role in delivering these from start to finish, to support and extend children's learning. Children's progress is monitored at all levels to swiftly identify and support any gaps in learning. Daily evaluations of activities clearly seek what children enjoy and detailed improvement plans demonstrate staff's commitment to improving their provision. Children's safety is highly regarded. All staff are trained in safeguarding and are knowledgeable in protecting children from harm. Robust recruitment procedures ensure that staff are skilled and suitable for their role. Good links with the local school ensure that children are fully prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY437872
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	853876
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Wylam Preschool Playgroup
<b>Date of previous inspection</b>	17 April 2012
<b>Telephone number</b>	01661 852 174

Wylam Preschool Playgroup has been established since 1968 and was re-registered in 2011. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 and 3. The pre-school is open Monday to Friday, during term time. Sessions are from 9.10am to 12.10pm. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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