

Wark Pre-School

Wark C of E First School, Wark, Hexham, Northumberland, NE48 3LS



Inspection date	17 June 2015
Previous inspection date	13 July 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

- Teaching is good because the well-qualified staff have a secure knowledge of how children learn and provide a rich, varied and imaginative programme of activities and play opportunities. Precise observation, assessment and planning for individual children ensure that they continue to progress well in their learning and development.
- The pre-school is full of purposeful activity. Children have fun and are enthusiastic and effective learners.
- Children settle quickly into this welcoming pre-school. They form secure attachments with the small team of staff that care for them. Consequently, children demonstrate that they are happy, confident and feel secure.
- Children are well protected as staff have a comprehensive knowledge of child protection issues and there are effective and clear safeguarding procedures in place. Recruitment and induction procedures are robust and implemented well to protect children.
- Partnerships with parents, the host school and other professionals are well established and effective. This ensures that all children receive a good level of support and consistency in their care and learning.

It is not yet outstanding because:

- Staff do not always gather the extremely detailed information they need from parents about their child's learning and development at home to have an extensive knowledge of children's starting points.
- Staff do not consistently build on opportunities for children who speak English as an additional language to use their home language as they play, in order to develop their communication skills further.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what children already know and can do when they first start and use this information to plan more precisely for their progress
- enhance the opportunities for children who speak English as an additional language to use their home language in their play and learning, for example, by gathering words familiar to children so that staff can use these to extend their communication skills

Inspection activities

- The inspector observed activities throughout the pre-school, both indoors and outdoors.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the pre-school leader, the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the pre-school leader.

Inspector

Janet Fairhurst

Inspection findings

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

Children are very well supported by knowledgeable staff, who understand the Early Years Foundation Stage. Children are successfully encouraged to get involved in tasks and activities that they choose, often in cooperation with others to develop their learning. The staff encourage children to make decisions, consider options and explain their thinking. Children are challenged to interact with staff to develop their learning to a higher level. For example, younger children make marks as they use chalk outdoors. Older children are beginning to write their own name and recognise the sound of letters. This promotes children's early reading and writing skills effectively. A good emphasis on developing mathematical skills is leading to children being well prepared for the start of school. For example, older children are starting to solve simple mathematical problems, involving calculation and estimation. Children are attentive to staff during daily small-group sessions and sustain a good level of concentration. Children have many opportunities to develop their speaking and listening skills, including sharing books with their friends and staff, and constantly chattering as they use their imagination when exploring outdoors. However, although staff give support for children who speak English as an additional language, they do not use their home language during play and routines, in order to develop their emerging communication skills further.

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

Children learn that exercise is important in their lives. For example, they have regular opportunities to develop their physical skills through music and movement sessions. Through learning outdoors, children also develop the confidence to manage their own risks as part of their explorations. For example, they work together to build camp fires, climb and learn to ride tricycles safely. Children have a good understanding of the reasons for washing their hands after playing outdoors and before eating their healthy snack. The behaviour of children is very good. They proudly share the star they are awarded for desirable behaviour and are motivated by words of encouragement and recognition of their good work.

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

The management team has a good understanding of the Early Years Foundation Stage requirements. They check the educational programmes to ensure children's needs are fully identified and their interests are effectively included. However, staff do not always gather all possible information about children's previous learning, so that they can make sure that plans are as precise as possible for all children from the time of entry. Purposeful training and performance management systems in place mean that the effectiveness of teaching is consistently reviewed. The management team and staff are motivated and continuous improvement is evident. Effective self-evaluation means they recognise good practice and the impact this has upon children's learning and welfare.

Setting details

Unique reference number	EY364559
Local authority	Northumberland
Inspection number	863813
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	15
Name of provider	North Tynies Childcare Ltd
Date of previous inspection	13 July 2010
Telephone number	01434 220716

Wark Pre-School was registered in 2007. The pre-school employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, and one at level 3. The pre-school opens Monday to Thursday, term time only. Sessions are from 9am until 11.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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