

# Whissendine Pre-School

Village Hall, Main Street, Whissendine, Oakham, Rutland, LE15 7ES



## Inspection date

29 June 2015

## Previous inspection date

14 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff complete regular and precise assessments of the children, and effectively use this information to plan a range of challenging activities across all areas of their learning. As a result, children are making good progress in relation to their starting points, in readiness for school.
- Children's personal, social and emotional development is given high priority by the staff. All children are respected as unique individuals and are treated with kindness and warmth. As a result, children form strong attachments with staff and demonstrate that they feel very safe and secure.
- Staff develop effective partnerships with parents, other professionals and staff at the local school. This means there is a consistent approach to ensuring children's needs are met, and there is continuity in their learning and development.
- Management and staff are very vigilant about children's safety within the pre-school environment, and on outings around the local community. They supervise children well and fully understand their role in protecting children from abuse and neglect to promote their safety.

### It is not yet outstanding because:

- Staff do not always make the best use of the available resources to further stimulate children's ideas and imaginations as they play.
- Staff do not always enable children to fully express their own thoughts and ideas during painting activities, or give them sufficient time to explore paint and how colour can be changed.

## What the setting needs to do to improve further

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

- review the deployment of resources to increase children's choices in the role-play area, and remind them of additional resources stored elsewhere, for example, by creating a pictorial catalogue of resources
- build on the educational programme for expressive arts and design, for example, by encouraging children to express their own ideas and independently explore colour and how colours can be changed.

### Inspection activities

- The inspector observed activities in the main pre-school room and adjoining outdoor area, and accompanied children to the local village school.
- The inspector held meetings with the nominated persons/managers of the pre-school.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed self-evaluation.
- The inspector took account of the views of the parents and carers spoken to on the day.

### Inspector

Ann Austen

## Inspection findings

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

Staff build on the children's interests as they play, and effectively shape their teaching strategies, language and questioning techniques accordingly. For example, children playing with the construction resources are encouraged to replicate pictures. This encourages children to think about different patterns, shape and size. Staff successfully use the mobile library service to foster children's enjoyment of books. Children listen to stories and enthusiastically use language to sing rhymes. Staff skilfully draw children's attention to road signs during walks in the local community, and talk to children about what they represent. They support children to write their name and invitations for the teddy bears' picnic. Children concentrate as they paint pictures, demonstrating pride in their creations. However, very occasionally, staff suggest what children might like to paint. Additionally, children are not always given opportunities to mix and experiment with the different coloured paints for themselves, because staff sometimes do this for the children. As a result, learning opportunities are not always fully maximised.

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

Staff implement an effective key-person system, which supports the development of positive relationships with children and their families. From a young age, children learn to accept the needs of others, to share the resources and take turns. Additionally, children welcome and value praise, which boosts their self-esteem. Staff successfully teach children how to cross the road safely during outings around the local community. They talk to children about why it is important to wear a sun hat, and drink lots of water on a hot, sunny day. Staff actively encourage children to be physically active in the fresh air. Children run and build dens in the forest. Staff create a welcoming environment and a good range of resources are available to support children's all-round development. However, children are not always reminded about additional resources that are stored elsewhere to further stimulate their learning. Additionally, resources provided to support the role-play areas are not always sufficient to stimulate children's play and ideas.

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

Management and staff work well together as a team and strive to make continual improvements. They readily share practice and ideas to enhance performance. An effective recruitment and induction procedure has been implemented. All staff hold appropriate early years qualifications. They are supported to regularly access training opportunities and proactively obtain additional qualifications. This supports staff in understanding how children learn, and is reflected in the overall quality of teaching. Management effectively uses self-evaluation, including obtaining the views of parents to identify future priorities. They regularly discuss children's progress with each child's key person to ensure they continue to respond to their care and learning needs. This has been effective in identifying that some children need additional help. As a result, staff obtain useful advice from external agencies to ensure children receive the support they need.

## Setting details

<b>Unique reference number</b>	EY429607
<b>Local authority</b>	Rutland
<b>Inspection number</b>	853009
<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>	29
<b>Name of provider</b>	Elizabeth Milnes & Denise Chipman Partnership
<b>Date of previous inspection</b>	14 November 2011
<b>Telephone number</b>	01664 474 412

Whissendine Pre-School was re-registered in 2011. The pre-school employs six members of childcare staff. All members of staff hold appropriate early years qualifications ranging from level 3 to level 5. The pre-school opens on a Monday and Tuesday from 9.15am to 3.15pm, on a Thursday and Friday from 9.15am to 1.15pm and on a Wednesday from 9.15am to 12.15pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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