

Wollaton Village Pre-School

Wrights Institute, Wollaton Road, Wollaton, Nottingham, Nottinghamshire, NG8 2AN

Inspection date

6 July 2015

Previous inspection date

13 April 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The pre-school has not followed the correct procedure when electing new committee members. They have not informed Ofsted or checked that all members are suitable to work with children.
- Staff do not use self-evaluation effectively to support the continuous development of the provision. For example, they have not recognised that some partnerships with other settings are not yet strong enough.
- Not all the required documentation is available on site for inspection. Prior permission has not been sought from Ofsted for this documentation to be stored securely off site.
- Arrangements to monitor the quality of teaching are not rigorous enough to highlight inconsistent practice.

It has the following strengths

- Children are well behaved and know what is expected of them. They are happy, settled and enjoy their time at the pre-school. Staff build positive and supportive relationships with children, helping them to become confident learners.
- Children with special educational needs and/or disabilities receive appropriate support.
- Staff have a secure understanding of safeguarding practice and know who to contact if they have concerns about a child in their care.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all records are easily accessible and available for inspection
- ensure that all members of the committee have had their suitability checked, including obtaining a Disclosure and Barring Service check.

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

- improve the self-evaluation and action planning process so that all weaknesses are accurately identified and secure plans made to address these
- strengthen partnerships with other settings so that information about children's care and early education can be consistently shared
- improve monitoring of staff practice and the quality of teaching to achieve a consistent approach to helping children make good progress.

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed when new committee members are elected (compulsory part of the Childcare Register)
- make relevant checks to ensure that every committee member is suitable to work with children (compulsory part of the Childcare Register)
- ensure Ofsted is informed when new committee members are elected (voluntary part of the Childcare Register)
- make relevant checks to ensure that every committee member is suitable to work with children (voluntary part of the Childcare Register).

Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed activities in the indoor and outside play space.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff, and policies and procedures.

Inspector

Josie Mapes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide children with a broad range of activities to promote their learning and development across all areas. For example, children enjoy learning in the playground, taking turns to climb and jump over obstacles. Staff offer praise and encouragement as younger children develop their physical ability and gain confidence. Staff observe children regularly and their assessments are generally accurate. They correctly identify children who need extra support and plan activities accordingly. Children with special educational needs and/or disabilities receive good support because staff have strong partnerships with parents and outside agencies. Children who speak English as an additional language make good progress with their communication skills. This is because staff give children plenty of opportunities to see and use their home languages during their play.

The contribution of the early years provision to the well-being of children requires improvement

Weaknesses in leadership and management mean that children's welfare is not fully supported. Despite this, children play together well and show that they feel safe and secure in the pre-school. Children know what is expected of them and their behaviour is good. This is because staff give clear reminders about how to share and be kind to each other. The pre-school has developed strong links with the local school, sharing information about children's learning and development and encouraging teachers to visit. This means that children are appropriately prepared for school and find the transition from the pre-school easier. However, the arrangements for consistently sharing children's learning and development records with the other settings children attend, such as childminders and nurseries, are less effective. Staff demonstrate good knowledge of safeguarding practices and receive regular appropriate training. Consequently, they are confident in what action to take if they have any concerns about a child. Children enjoy healthy snacks and grow fresh fruit and vegetables in the garden area of the playground.

The effectiveness of the leadership and management of the early years provision requires improvement

Leaders and managers have an appropriate knowledge of how to implement most requirements of the Early Years Foundation Stage. However, they have failed to ensure that records and confidential information about staff are stored in accordance with the requirements. Furthermore, they have failed to inform Ofsted about changes to committee members and have not carried out the necessary background suitability checks. However, impact on children is minimised because committee members are not left unsupervised with children. In addition, recruitment processes are carried out by the manager and the nominated person, who are both known to Ofsted and have appropriate background checks in place. Although the manager has started a process of self-evaluation, she has not yet clearly identified all weaknesses in order to prioritise areas for improvement. For example, she does not regularly check on staff's teaching to identify weaknesses or inconsistencies.

Setting details

Unique reference number	254679
Local authority	Nottingham City
Inspection number	866895
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	19
Number of children on roll	39
Name of provider	Wollaton Village Pre School Committee
Date of previous inspection	13 April 2010
Telephone number	0115 9288400

Wollaton Village Pre-School was registered in 1963. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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.

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