

Warboys Under Fives

The Pre-School Building, High Street, Warboys, HUNTINGDON, Cambridgeshire, PE28 2TA



Inspection date

14 July 2015

Previous inspection date

10 March 2009

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:

- Teaching is not consistently good across the pre-school. Not all staff are skilled in reshaping activities or using effective questioning outdoors to extend children's learning.
- On occasions, activities are mundane and lack a good level of challenge. As a result, children are not fully engaged in activities that interest them or fully extend their learning.
- Monitoring of the educational environment is not strong enough to ensure good learning opportunities are being provided in all areas of the pre-school, or for all groups of children.

It has the following strengths

- Staff manage behaviour well to help children develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share. The setting has a good range of resources.
- Children are given help to manage changes in their lives. Good systems are in place to support children when they start at the setting. Strong links have been developed with the local school and are used well to support children as they make the move to school.
- Staff have a good understanding of local safeguarding procedures and know what action they should take if they have a concern about a child's welfare. Children are cared for in a safe and secure environment.
- Partnerships with parents ensure they are informed about and supported with their children's ongoing learning and well-being.

What the setting needs to do to improve further

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

- ensure that staff are skilled in reshaping tasks and use effective questioning to consistently ensure that learning experiences are interesting and offer challenge for all children, so that they remain motivated and engaged.

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

- develop staff's understanding of how to engage with and support boys' interests
- improve the quality of staff interaction and activities in the outdoor environment, so that they fully engage children in learning opportunities that extend what they can already do
- monitor the quality of the learning environment provided for children.

Inspection activities

- The inspector observed activities in the inside and outside play areas and spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the pre-school leader.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the pre-school's self-evaluation.
- The inspector held a meeting with the pre-school leader and chair of the management committee.

Inspector

Julia Sudbury

Inspection findings

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

Children are cared for in a well-resourced environment and have free access to the outside area. However, learning opportunities outside do not fully support children who prefer an outdoor learning environment. Here, staff tend to watch children rather than joining in with their ideas and interests. A range of activities inside generally engage children. Support is provided for children's language development. Inside, staff join in with children's play; talking with them and helping them speak clearly. Staff encourage counting and discussions about size during activities, such as playing with dough. Children's emerging mathematical understanding is supported. Children have opportunities to be imaginative as they dress up and make 'bags' out of boxes to take on 'holiday'. However, on occasions, activities lack challenge. Not all staff are skilled in using questioning to reshape tasks or to improve learning opportunities. Regular assessments show that children make progress in relation to their starting points in preparation for school. Focused next steps for children's learning support this. The sharing of learning records and daily feedback ensures parents are involved in their children's development.

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

Children's emotional well-being is supported. Behaviour is good and children demonstrate good personal skills and self-esteem. However, staff sometimes miss opportunities to engage boys' interests, meaning that boys are not always motivated and fully engaged. Children select their own toys and manage their own needs relative to their ages. Older children put on their own shoes and hang up their coats. Caring relationships with key persons provide a secure base from which children learn and develop independence. Children are supported to be emotionally ready for the move to school. There are regular visits to the local primary school in the summer term and class teachers visit children in the pre-school. Children have regular opportunities to be active and engage in physical play while in the outside area. Snack times are used to learn about healthy eating and children are offered a range of healthy snacks to develop their tastes. This helps them to start to value a healthy lifestyle.

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

Staff are well qualified. However, there is insufficient monitoring of the educational environment and staff teaching skills. As a result, the learning and development requirements have not been fully implemented. Systems for performance management, such as supervision and team meetings, are in place. Self-evaluation provides an overview of the setting and action plans show an understanding of the areas needed to be developed. For example, from September the pre-school leader will have planned time during sessions to enable her to monitor the practice of the staff team. Good recruitment and induction procedures ensure staff working with the children are suitable. Good links are in place with other settings and professionals to meet children's additional needs. Parents value the service the pre-school provides.

Setting details

Unique reference number	221832
Local authority	Cambridgeshire
Inspection number	865985
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	57
Name of provider	Warboys Under Fives Committee
Date of previous inspection	10 March 2009
Telephone number	01487 823190

Warboys Under Fives was registered in 1992 and is managed by a committee of parents. The pre-school employs 10 members of staff, seven of whom hold appropriate early years qualifications at level 3. The pre-school opens during term time from 9am until 12 noon Monday to Friday and 12.30pm to 3.30pm Monday to Thursday. The playgroup 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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