

# Wetley Rocks Pre-School

The Village Hall, Mill Lane, Wetley Rocks, Stoke-on-Trent, Staffordshire, ST9 0BN



## Inspection date

30 September 2015

Previous inspection date

1 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and committee have addressed the concerns raised at the last inspection. All committee members and staff have suitability checks completed to ensure children's safety. The manager has been pro-active in researching new legislation and informative documents to ensure she is fully up to date with any new requirements.
- The staff and committee actively plan to bring about improvements. Staff are supported to attend a range of courses as part of their professional development and the manager meets up with other providers to exchange good practice ideas.
- Staff undertake assessments of children's abilities and carefully use these to plan activities which help children make progress in all areas of learning. The warmth of the relationships between children and staff ensures that even reserved children have a go at learning opportunities.
- Disabled children and those who have special educational needs are very well supported by their key person and the special needs coordinator. Staff work with other professionals to ensure children are supported to make the best progress possible.
- The children are confident and happy in the calm atmosphere. They are well behaved and kind to their friends, following the courteous and welcoming example of the staff.
- Partnerships with parents, other providers and local schools are strong. Parents are very happy with the service the pre-school provides. They feel their children are very well prepared for school and the move on to the Reception class is very smooth.

### It is not yet outstanding because:

- More-able children are not always encouraged to think critically and creatively.

## What the setting needs to do to improve further

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

- enhance children's ability to think through things for themselves and develop new ways to do things or solve problems.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the group and committee members.
- The inspector spoke to most of the parents and carers of children attending during the inspection and took account of their views.

### Inspector

Sarah Rhodes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff's suitability is checked when they are recruited and on a continuous basis through regular meetings with the manager. All staff have a good understanding of what would constitute a safeguarding concern. They know what they should do about any concerns they may have. They have regular training and discussions about the subject. The manager ensures the pre-school meets the requirements of the Early Years Foundation Stage. Staff are encouraged to undertake training and obtain qualifications. This enhances teaching practice as staff use their new knowledge to consider how to enhance the activities they provide for children and meet the specific needs of the children they are caring for. The manager observes staff's teaching and reviews their assessments of children's progress. This enables her to have a clear overview of achievement and to ensure all areas of learning are properly planned for.

### Quality of teaching, learning and assessment is good

Teaching is good because staff know the children well and plan activities which support children's next steps in learning. They gather information from parents and other providers about what interests children and what they can do. This information is fed into planning on a daily basis. Staff consider the needs of groups of children so activities can be tailored to children's abilities. For example, children who will start school soon have targeted work, such as developing their early reading skills and phonic sounds. Younger children, new to the setting, are helped with their social development. However, older and more-able children have few opportunities to think through things for themselves and come up with their own solution or a new way of doing something. Staff carefully help children develop their concentration skills and communication skills in small-group work. Children are very physically active in the extensive outdoor play spaces as well as on large equipment inside. They gain an understanding of nature as they dig in the garden and look at the carrots they have grown.

### Personal development, behaviour and welfare are good

Children are happy and confident. They develop close relationships with their key person and other staff. Parents praise the individualised care their children receive and the support they have from all staff. Children are very independent, they confidently manage their own toileting needs and serve themselves at snack time. Children develop an understanding of a healthy diet through discussions with staff. Mealtimes are unhurried, social occasions. Children have a good understanding of how to keep themselves safe and healthy. They know how many children can safely use the climbing equipment and enjoy exercise sessions. Staff review any accidents and, if necessary, make changes to ensure all areas are safe and secure to promote children's safety.

### Outcomes for children are good

Children make good progress. Most are working comfortably within the range of development typical for their age. Where necessary, children have appropriate additional support in place in order for them to achieve their full potential given their starting points.

## Setting details

<b>Unique reference number</b>	218278
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1014805
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Wetley Rocks Pre-School Committee
<b>Date of previous inspection</b>	1 May 2015
<b>Telephone number</b>	07714543413

Wetley Rocks Pre-School was registered in 1974. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications, two at level 3, and two at level 2. The pre-school opens from Monday to Thursday, 9am until 3pm and 9am until 12pm on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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