

Welbourn Pre-School

Welbourn Primary School, High Street, Welbourn, LINCOLN, LN5 0NH



Inspection date

6 October 2015

Previous inspection date

9 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children love to explore and investigate in the natural woodland areas outside. They look at bugs and plant and grow their own fruit and vegetables. This helps to promote their understanding of the world.
- Children's learning and development are effectively promoted because staff successfully follow their interests. Children are fully engaged in their learning and make good progress, preparing them well for future learning and school.
- Children behave well. Staff use effective strategies to motivate further learning and effectively support children to try out new experiences. They consistently recognise individual achievements and give children praise for their efforts.
- Children are confident in the pre-school. They settle extremely well and happily engage in their play. Secure relationships with staff are established, which further supports their well-being.
- Recruitment and selection practices are robust and vetting procedures for staff and volunteers are thorough. This helps to ensure that only suitable adults work with the children.

It is not yet outstanding because:

- Staff do not gather as much information as possible about what children know and can do when they first start at the pre-school.
- The manager does not yet use the monitoring and tracking of children's progress to analyse the impact of the staff's teaching.

What the setting needs to do to improve further

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

- gather more precise information from parents about what their child already knows and can do when they first start at the pre-school
- develop and embed systems to analyse the effectiveness of practice for the different groups of children that attend, in order to help all children to make rapid progress.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, policies and procedures, and evidence of the suitability of staff and committee members.
- The inspector took account of the views of parents.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

The manager routinely checks the good planning system to ensure that it meets children's learning needs. However, the information gained from monitoring children's progress is not effectively used to analyse the impact of teaching on the different groups of children that attend. The manager and staff are well qualified. The manager carries out effective supervisions to give staff the opportunity to discuss their strengths and manage any areas for improvement. This helps to improve the outcomes for children. Staff work closely with other settings that children attend. This ensures there is continuity of care and learning. The arrangements for safeguarding are effective. Management and staff are knowledgeable about child protection and safeguarding children. They are able to recognise the signs and symptoms of possible child abuse. In addition, they fully understand the procedures to follow if they have concerns.

Quality of teaching, learning and assessment is good

Staff are experts at challenging children's communication and language skills. For example, they use highly reflective questions and conversations, which help children to become very good verbal communicators. There is good continuity in children's learning between home and the pre-school. Staff prepare experience bags for the parents to take home. These bags give parents guidance on how to support their child during transitions in their lives, such as hospital visits, moving house or starting school. However, staff do not gather enough detailed information about children's prior skills to help them plan for children's learning needs from the outset. Staff organise toys and resources that enable children to make independent choices. This helps to support their spontaneous ideas in play. For example, children make an enclosure for the dinosaurs with the wooden sensory blocks, effectively linking the resources together.

Personal development, behaviour and welfare are good

Children show respect for each other and the environment. They are also learning to respect and celebrate each other's differences. For example, children's family pictures are displayed for them to see and talk about every day. Children display their own artwork and have places to keep their own belongings. This provides them with a sense of belonging in the pre-school. Staff have included their own family pictures and information about their personal interests. This means that children develop an understanding of others beyond their immediate family.

Outcomes for children are good

Children make good progress, including those who receive funded early education. Staff observe and assess children very well and routinely plan activities to help children overcome any learning and development needs. Children benefit from a range of activities that support their play interests. Disabled children and those with special educational needs make good progress and staff work well with other professionals.

Setting details

Unique reference number	EY391663
Local authority	Lincolnshire
Inspection number	1009288
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	13
Name of provider	Welbourn Pre-School Committee
Date of previous inspection	9 March 2015
Telephone number	07790 928548

Welbourn Pre-School was registered in 2009. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 2, including the manager with a foundation degree at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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