

Worlingham Pre-School

Garden Lane, Worlingham, BECCLES, Suffolk, NR34 7SB



Inspection date	19 January 2016
Previous inspection date	28 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 enjoy playing with a stimulating range of interesting activities, both indoors and outside. They are active and enthusiastic learners who play well together, happily sharing ideas and experiences with their friends.
- Parents are very positive about how the pre-school is run. They say their children love coming and have made good progress since attending. Parents have good opportunities to become involved in their children's learning. Termly parents' evenings enable them to discuss their children's progress and look at their child's informative learning journey record with their key person.
- Senior staff provide effective support and guidance for the rest of the team. Effective supervisions and relevant training opportunities are used well to improve the quality of teaching. This helps all staff provide children with good quality learning experiences which effectively promote their next steps in developmental progress.
- Staff provide children with a very good range of experiences to promote their independence. Children are self-assured in their play. They develop good relationships with staff and each other and learn to take account of each others' feelings.

It is not yet outstanding because:

- Staff do not always fully exploit every opportunity to encourage older children's interest in writing for a purpose.
- Management and staff are tracking the progress made by individual children. The system does not yet focus as sharply on assessing how well specific groups of children are being supported.

What the setting needs to do to improve further

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

- make the most of all opportunities to encourage older children's interest in attempting to write for a purpose
- refine the system of checking children's progress to provide further information about the impact of the teaching on the achievements made by specific groups of children.

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 and deputy manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff regularly attend relevant safeguarding training. They are confident about the action to take if they have any concerns about the safety or welfare of a child in their care. Risk assessments are implemented effectively to ensure children are cared for in a safe and secure environment. Children are cared for in bright and spacious purpose-built premises. The indoor and outdoor learning environment is very well organised to promote children's good health, safety and development. The manager has a good understanding of the requirements of the Early Years Foundation Stage. Staff are well deployed to make effective use of their qualifications and experience. The manager uses effective methods to gather parents' views and uses the information to identify further improvements to the pre-school.

Quality of teaching, learning and assessment is good

Key persons compile comprehensive learning journal records to monitor children's progress and accurately identify their stage of development. Information from these is used successfully to plan for individual children's next steps in progress. Children learn to concentrate and find out how things work. In the outdoor area, they become engrossed in watching what happens as they pour water down lengths of drain pipe. Younger children delight in experimenting with their own ideas as they add water to a muddy area and then jump in it. All staff use questioning skills effectively to encourage children to problem solve and work out their own ways of doing things. Well-planned role-play activities inspire children's imagination. Children excitedly play at being doctors and nurses. They bandage their friends and learn that books carry information as they make reference to a first-aid manual. Group times are well organised. Older children take part in well-planned key-group activities. Staff implement an effective system of involving parents in their children's learning using items brought from home to promote many learning opportunities.

Personal development, behaviour and welfare are good

Well-established settling-in procedures ensure children are confident in their play and interactions. Meetings for new parents provide good opportunities for them to learn how the pre-school operates while meeting their child's allocated key person. The pre-school provides waterproof suits, coats and boots for all children. This means they can play outside in comfort and warmth. Staff are very skilled at encouraging children to become independent as they learn to put on and take off their outdoor clothing. Staff work effectively with other professionals and parents to ensure children requiring additional support achieve their full potential. Children who speak English as an additional language make good progress in their spoken English. Staff use different communication methods, such as simple sign language and pictures, to promote children's speech and understanding.

Outcomes for children are good

All children make at least expected progress given their starting points and capabilities. They develop the skills and attitudes to prepare them well for their move to school. All children develop good listening and attention skills during whole-group activities.

Setting details

Unique reference number	EY432335
Local authority	Suffolk
Inspection number	853298
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	59
Name of provider	Worlingham Pre-school
Date of previous inspection	28 February 2012
Telephone number	01502 712 115

Worlingham Pre-School was established in 1977. The pre-school employs nine members of childcare staff. All staff hold appropriate early years qualifications from level 2 to level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.55am until 11.55am and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with disabilities and those with special educational needs, and children who speak English as an additional language.

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