

Wrawby Under 5's Pre-School



Pre-School Building, Wrawby School, Vicarage Avenue, Wrawby, Brigg, North Lincolnshire, DN20 8RY

Inspection date 22 March 2016
Previous inspection date 14 April 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

- Good leadership, performance management and effective monitoring of staff practice, ensure teaching is effective. The manager monitors staff practice regularly and staff have many opportunities for professional development. They observe each other's teaching and use this to improve their own effectiveness.
- Children who speak English as an additional language have good opportunities to use their home language. Sound buttons, which children press to hear questions or phrases in their first language, are used well to support children's language development.
- Parents are given a wealth of information on activities that take place and their child's development. Staff provide effective ideas to extend children's learning at home. For example, children can take home chatter packs, containing items to stimulate discussion, and promote their communication and language development.
- There has been a strong focus on developing children's behaviour. Children behave well and show consideration for others. They listen to instructions, share resources and look after their environment by tidying up after themselves.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to practise their mathematical and early calculation skills during every day play and routines.
- Children have fewer opportunities to develop their knowledge and recognition of different letters and the sounds they make.

What the setting needs to do to improve further

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

- develop more opportunities for children to practise their early calculation and mathematical skills in every day play and routines
- strengthen the teaching of phonics to enhance children's recognition and understanding of letters, and the different sounds they make.

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 nursery manager.
- The inspector held a meeting with the nursery manager and nominated person. He spoke with members of staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. He looked at a range of other documentation, including policies and procedures.

Inspector

Duncan Gill

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the signs of abuse and how to report any concerns they may have. The manager monitors children's progress very effectively. She uses this information successfully to identify and address any gaps in individual children's learning or in different groups of children who attend. Self-evaluation includes all those involved with the pre-school and is an accurate assessment of the strengths and areas for improvement. Clear priorities are identified to improve experiences for children, such as enhancing resources to support their mathematical development. Staff work well with other settings; they use communication books to share information on children's interests and development to consistently promote children's learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of their key children and use children's interests to plan meaningful next steps in their learning. They are well qualified and use this knowledge to make accurate assessments about each child's development. Teaching is effective and staff use a variety of different ways to promote learning. For example, they effectively use finger gym activities, and movement and dance sessions, to develop children's coordination and control needed for writing. Staff ask effective questions to encourage children to use their imagination and to think for themselves. Staff use books in children's home language, as well as English, to develop children's literacy and communication skills. They interact well with children and are good role models.

Personal development, behaviour and welfare are good

Children develop warm relationships with staff. Settling-in sessions help new children become familiar with the pre-school and provide an opportunity for parents to share what they know about their child. Consequently, children feel secure in their environment and settle well when they arrive. Children are progressing well in readiness for their next stage in learning. They are independent and staff give them age appropriate responsibilities, such as caring for plants or filling the bird feeders as part of the gardening club. They develop a good understanding of healthy practices, through staff explanations and conversations at snack time. Children are independent and they confidently find their own name, cut up their snack, pour their own drinks and are responsible for their own hygiene.

Outcomes for children are good

Children enjoy being outdoors in a very well resourced play space. They learn lots about nature through discussions with staff, observe wildlife and bugs in insect hotels and enjoy growing vegetables. They competently practise their emerging writing as they access writing sacks around the outdoor area. They are developing the attitudes of effective learners, concentrating well on their chosen activities. They develop their own challenges and ways to overcome these, for example, as they use the water pump to wash the dirt and a leaf to the end of the pipes outside. Children are making good progress in their learning and any gaps in development are closing quickly.

Setting details

Unique reference number	205727
Local authority	North Lincolnshire
Inspection number	1031706
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	31
Name of provider	Wrawby Under 5's Pre-School Committee
Date of previous inspection	14 April 2015
Telephone number	0796 0021517

Wrawby Under 5's Pre-School was registered in 1976. The pre-school employs five members of childcare staff. Of these, two staff hold an appropriate early years qualification at level 6 and three staff hold appropriate qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm Tuesday to Friday, and 9am to 12.30pm on Monday. The pre-school provides funded early education for two-, three- and four-year-old children.

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