

Wyke Regis Pre-School Playgroup

Shrubbery Lane, Wyke Regis, Weymouth, Dorset, DT4 9LU



Inspection date	13 April 2016
Previous inspection date	29 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

- Management and staff ensure that the good use of assessments and planning of activities help children to achieve their next steps in learning and make good progress. They have addressed the action and recommendations raised at the previous inspection successfully, which has helped to raise the quality of the provision.
- Staff have strong partnerships with parents, early years providers, schools and external agencies, which contributes to meeting children's needs successfully and promotes positive outcomes for children.
- There is an effective key-person system in place, which helps to promote children's emotional development. Children feel safe, secure and demonstrate good levels of self-esteem.
- The manager and staff evaluate the quality of the provision to ensure ongoing improvements. Regular supervisions and peer observations help to continually raise the quality of teaching.

It is not yet outstanding because:

- Activities that teach children to link sounds to letters sometimes lack challenge for the older children.
- Although staff monitor individual children's progress effectively, they do not use the information fully to monitor the progress made by groups of children to help them evaluate the effectiveness of learning overall.

What the setting needs to do to improve further

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

- develop activities to encourage older children to link sounds to letters
- build on the good monitoring and assessment processes to focus more on how groups of children are progressing.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's progress records and the setting's self-evaluation document.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The staff have a secure understanding of child protection issues and are clear about the reporting procedure to follow if they had concerns about a child's welfare. Staff involve the children in completing risk assessments and teach them how to play safely. For example, they discuss how they should go up the steps and down the slide and the reasons why they take a daily register. Through training opportunities, staff develop their skills and knowledge. For example, staff plan learning opportunities to build children's confidence and use sign language to better support children's communication and language skills.

Quality of teaching, learning and assessment is good

Staff know the children extremely well and plan activities linked to their interests and learning priorities. Children communicate well because staff ask good questions to help them solve problems and share their ideas. For example, staff ask them what they need to do to fit a roof on the house they have built from construction. Children have many opportunities to develop their mathematical knowledge. For example, they sort and match objects in order of size and use words such as 'small', 'big' and 'bigger', as they make and measure worms from play dough. Children enthusiastically explore and investigate the inviting outside area. They search for and identify bugs and insects, using resources such as magnifying glasses and books to support their understanding of the world.

Personal development, behaviour and welfare are good

Staff are positive role models. They give the children lots of praise and encouragement and use effective methods to support children in learning to value differences and respect one another. For example, when two children had a disagreement during construction play, the member of staff sat with the children and effectively encouraged them to talk to one another about what they wanted. She modelled the wanted behaviour well, saying 'thank you for helping me' and 'good boy' when the children played well together. Staff teach the children about the importance of being healthy. They benefit from daily fresh air, physical exercise and follow thorough hygiene routines.

Outcomes for children are good

Children make good progress in all areas of their learning and gain the skills required for their next steps and starting school. They are independent learners and enthusiastically make choices in their play. For example, they use real fruits and vegetables in the role play area and develop good social skills as they take on the role of the customer and the shopkeeper. Children enjoy being part of the group, and they learn about living in a democracy as they vote for which story they want to hear.

Setting details

Unique reference number	141018
Local authority	Dorset
Inspection number	1013829
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	24
Number of children on roll	47
Name of provider	Wyke Regis Pre-School Playgroup Committee
Date of previous inspection	29 April 2015
Telephone number	01305 789222

Wyke Regis Pre-School Playgroup registered in 1993. It is located in the Wyke Regis area of Weymouth, Dorset. The pre-school is open weekdays, during term time only, from 9am to 3pm. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs six members of staff, of whom one hold an early years qualification at level 6 and three hold qualifications at level 3.

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