

Waddingham Preschool

The Jubilee Hall, The Green, Waddingham, Gainsborough, Lincolnshire, DN21 4SX



Inspection date

28 June 2016

Previous inspection date

4 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- The pre-school has made significant improvements since the last inspection. Staff observe, assess and plan effectively for children's future learning. They provide stimulating activities and targeted support, helping children to make good progress.
- The manager has effective systems in place to monitor the quality of the provision. She demonstrates a passion for providing good quality childcare and has a strong commitment to securing the future of the pre-school.
- Children are well prepared for their move on to school. There are good links in place with the local school. Information is shared about children's learning and development, and teachers visit the children at the pre-school.
- Staff are well qualified. The quality of teaching is good and some is outstanding. Staff provide a stimulating environment in which children can play and explore. They are extremely skilled in responding to children's emerging needs and interests. This means that activities and resources are very well matched to children's individual needs and next steps in learning.
- Children are very confident and emotionally secure. Staff give children a lot of praise and encouragement, which helps to build their self-esteem. They are good role models and remind children to use good manners. This is done through leading by example and singing songs to remind children to say please and thank you.

It is not yet outstanding because:

- Although the manager regularly evaluates practice, she does not always identify the additional support some staff need to help them to make changes that will ensure that outstanding practice is achieved consistently throughout the pre-school.

What the setting needs to do to improve further

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

- refine the systems used to evaluate staff practice to more effectively identify the additional support needed by some staff, and implement appropriate procedures to raise the quality of their teaching to an outstanding level.

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 looked at relevant documentation, such as the policies and procedures, training certificates 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

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The premises are safe and secure and staff are aware of their responsibilities to supervise children and protect them from abuse and neglect. Supervision meetings take place, helping to support staff in their roles. Staff work well with parents and other professionals to ensure that children with special educational needs receive the support that they need. The manager closely monitors the progress children are making. She implements strategies to address and narrow any gaps in their learning. Parents talk positively about the pre-school. They comment that they are able to speak regularly to staff about their children's learning and that staff are always there to listen and offer advice.

Quality of teaching, learning and assessment is good

Staff are aware of how children learn and know how to promote children's ongoing development. They establish children's starting points for learning by using information obtained from parents and their own initial assessments. Staff help children to develop their understanding of letters of the alphabet. They introduce one letter at a time and use clear sounds and gestures for children to copy. This helps children to develop their literacy skills. Children enjoy taking part in the routines of the day. They help staff to tidy away toys and learn to care for their environment. They talk with staff about the date and can name the days of the week. Staff help children to count beyond 20.

Personal development, behaviour and welfare are good

Children play in a welcoming and friendly environment and they are happy and settled. They confidently move between the range of activities on offer and show good levels of independence. They wash their hands prior to eating and put on their shoes before going outside. Children have a strong sense of belonging. They have formed secure attachments with staff and have their own space for their belongings. This is further supported by photographs being displayed of children and their family members. Children make choices about their play and particularly enjoy learning outdoors, which helps them to develop a healthy lifestyle. They have good opportunities to develop their physical skills. For example, they ride on bikes, negotiating the pathway, and excitedly join in singing and dancing activities. The pre-school plays a big part in the community. Staff help children build good links with the school and church.

Outcomes for children are good

Children make good progress in readiness for the move on to school. They are enthusiastic learners and older children express themselves confidently. Children play cooperatively with their friends and learn to share and take turns with their peers and staff. They learn about the changes in the seasons and the natural environment. They take part in pond dipping activities and enjoy floating boats in the stream. They learn about different shapes and choose which shaped cracker they would like for snack. Children demonstrate their independence as they spread the soft cheese on their cracker. They listen attentively to stories and extend their understanding of the story by collecting sticks in the outside area to make a character from their favourite book.

Setting details

Unique reference number	253557
Local authority	Lincolnshire
Inspection number	1028090
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	7
Name of registered person	Waddingham Pre-School Committee
Registered person unique reference number	RP906885
Date of previous inspection	4 March 2013
Telephone number	07500395020

Waddingham Preschool was registered in 1992. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, one holds level 5 and one holds level 6. The pre-school opens Tuesday, Wednesday and Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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