

# Wormley Pre-school

Wormley CE Primary, Cozens Lane East, Broxbourne, Herts, EN10 6QA



## Inspection date

11 July 2016

Previous inspection date

24 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 management team and committee have made positive changes to the pre-school since their last inspection. They have developed a good understanding of the legal requirements and provide a range of interesting activities for children.
- Staff accurately assess children's development, both individually and as groups. They provide a range of stimulating experiences that meets and reflects children's individual interests. Regular observations are used to update records of children's progress. Staff incorporate children's next steps in learning into planned and spontaneous activities that engage them.
- Children behave well. Staff are effective role models who talk and listen to children and provide clear guidance about what is and is not acceptable behaviour. Children demonstrate kindness towards each other. They share resources, wait for their turn and happily include others in their play.
- Children's speech and language development are promoted well through daily stories, discussions and rhymes. Staff promote opportunities to develop children's mathematical language during group activities and experiences to support their learning further.

### It is not yet outstanding because:

- At times, some staff do not recognise that activities can be adjusted further, in order to challenge children to the highest level.
- Staff do not make the best use of everyday opportunities to extend children's understanding of the effects physical exercise has on their bodies and well-being.
- Partnerships with other schools outside of the local area are not as effective in supporting children with their move to school.

## What the setting needs to do to improve further

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

- encourage all staff to have consistently high expectations of children's capabilities, in order to challenge them to the highest level
- promote more opportunities for children to learn about the effects physical exercise has on their bodies and well-being
- extend partnership working with other school settings outside of the local area to support all children in their move to school.

### Inspection activities

- The inspector held a meeting with the pre-school manager and the committee vice chairperson. She looked at relevant documentation, such as the pre-school self-evaluation and action plan. The inspector saw evidence of the suitability of staff and committee members working in the pre-school.
- The inspector observed some planned and spontaneous activities and jointly discussed these with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including the safeguarding procedures, the daily attendance register and weekly planning. She also viewed a selection of children's observation and assessment records.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff implement an effective safeguarding policy and they have a good understanding of the procedures to be followed if they have concerns about a child's welfare. Regular training opportunities are embraced by staff as they extend their own professional development. Robust supervision and appraisal meetings are organised to support staff in identifying their strengths and areas for improvement. The manager monitors staff practice through regular observations, and recently staff have begun to observe each other, to promote consistently good quality teaching. Staff have a strong relationship with parents and carers. Regular information is shared, starting with a home visit before each child starts at pre-school. Staff support parental opportunities to extend their children's learning. For example, fun, educational activities are sent home with children to enjoy with their parents and carers.

### Quality of teaching, learning and assessment is good

The well-qualified staff team has a good knowledge and understanding of how children learn and develop. The staff implement the learning and development requirements effectively, reflecting on their practice to ensure that they meet these consistently. Children are motivated and confident. They benefit from the opportunities for outdoor learning. Staff plan as precisely for the outdoor experiences as they do for what is offered inside. This supports children well. Children enthusiastically pull up the recently grown carrots in the outside area. They quickly mix these with mud and sand in the outside kitchen as they play imaginatively and describe the different textures they feel, such as soft, rough and bumpy. Staff model language effectively and encourage young children to repeat words. This is one teaching method that staff use consistently to promote young children's emerging vocabulary. In addition to this, staff ask probing questions during children's play to extend their learning and communication skills.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development are well promoted. Staff regularly praise children for their achievements and are very encouraging and supportive. Children are independent and keen to help staff. For example, they take turns to be the pre-school helper. Their self-esteem is promoted as they wear a special badge and they demonstrate good concentration skills as they help prepare milk for snack time. Children learn about their own safety and how to avoid risks and hazards. For example, staff talk about strangers and how important it is to climb safely on outside apparatus. Children's attendance is carefully monitored and staff actively promote equality and diversity within the setting. For example, they work to support children's extended families.

### Outcomes for children are good

All children, including those who have special educational needs or disability and those who speak English as an additional language, are making effective progress in their learning given their starting points. They are acquiring the key skills they need for future learning. Children build strong relationships and develop firm friendships with other children and staff as they freely explore the many interesting activities available to them.

## Setting details

<b>Unique reference number</b>	EY434778
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1045435
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Wormley Pre-school Committee
<b>Registered person unique reference number</b>	RP902116
<b>Date of previous inspection</b>	24 March 2016
<b>Telephone number</b>	01992 303 331

Wormley Pre-school was registered in 2011. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school is open from 9.05am to 12.05pm and from 12.45pm to 3.15pm. It provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability and children who speak English as an additional language.

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