

Colwall Pre-School

Colwall Village Hall, Mill Lane, Colwall, MALVERN, Worcestershire, WR13 6EQ



Inspection date

22 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 are happy and flourish at pre-school. The providers and staff work together effectively to keep children safe and to promote their good health and comfort during well-managed care routines. They plan and organise rich and varied activities which children enjoy and which promote their purposeful learning and good progress.
- Positive relationships with parents ensure children's needs are clearly understood and met by the staff. Parents really appreciate how their children's backgrounds, characters and interests are reflected in activities and routines. Parents and staff often discuss and review children's progress and agree which aspects of their learning to focus on next.
- Children settle quickly. They are well supported, reassured and encouraged by the kind, attentive providers and staff. Children soon get to know routines and confidently explore their inviting surroundings. They often independently manage their personal care and readily choose what they want to play with from a wealth of interesting toys.
- The providers and staff accurately assess children's progress and identify appropriate next steps for their learning. The adults skilfully adapt their planning and teaching to reflect these and children's abilities, ways of learning and interests. They work successfully with parents and other agencies to ensure children with developmental delay make the best possible progress.

It is not yet outstanding because:

- Staff do not consistently give children challenging opportunities to extend their skills and control in negotiating space and in moving, balancing and climbing in different ways.
- Staff do not give children enough opportunities to use a range of information technology for different purposes in order to build as fully as possible on their good knowledge and understanding.

What the setting needs to do to improve further

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

- provide children with more challenging opportunities to extend their skills and control in negotiating space and in moving, balancing and climbing in different ways
- create further opportunities for children to select and use a range of information technology for different purposes.

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 joint observations of two activities with the providers.
- The inspector held a meeting with the providers and spoke to staff and children during the inspection.
- The inspector looked at relevant documentation, including the pre-school's self-evaluation form and improvement plan. She checked evidence of the suitability of staff working in the pre-school.
- The inspector took account of parents' views from her discussions with them during the inspection and from their feedback to the providers.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

Since registration the providers and staff have worked hard to create a safe, secure and stimulating environment for young children. Robust recruitment, staff performance and training procedures ensure they are all well qualified and knowledgeable. The provider and staff's teaching and care skills are good. Positive relationships with parents, other professionals and organisations ensure consistency and continuity for children's care and learning. Good links with a local school contribute to children being well prepared for full-time education. Effective relationships with other agencies ensure there are collaborative approaches to assessing and meeting children's needs. Arrangements for safeguarding are effective. The providers and staff complete regular safeguarding training and have a sound knowledge of abuse, neglect and other risks to children. They carefully monitor children's welfare and behaviour and follow local safeguarding procedures if they have concerns about a child.

Quality of teaching, learning and assessment is good

The providers and staff interact well with children, skilfully promoting their listening, understanding and speaking. They sensitively encourage and reinforce the speech of children who find it more difficult to express themselves. Staff enthuse children as they follow up their interests, for instance, about pirates. Children are excited about and eagerly discuss intriguing items a member of staff has stored in a special 'treasure' box. Staff sensitively join in children's activities but also step back to enable children to initiate their own ideas and discoveries. Children investigate textures and changes as they handle playdough, bake cakes in the mud kitchen and see how soap makes water cloudy. Children examine how things work. They excitedly show staff how they have made shapes in wet sand and find out how to operate a toy lift and car wash during small-world play.

Personal development, behaviour and welfare are good

Children are well behaved. Staff ensure they know what is happening and what is expected of them and readily acknowledge children's efforts and successes. Children are supported to get on well and they often show kindness and concern for each other. They like taking responsibility, such as putting away toys and helping to clear up after snack time. Children confidently see to different aspects of their personal care and hygiene. This includes helping themselves and their friends to drinks of water and competently putting on their coats before going outside. Children follow staff's instructions and behave safely and sensibly as they move around the premises and use equipment.

Outcomes for children are good

Children make good progress in relation to their starting points. They are eager to take part and often concentrate well and try hard, responding to the adults' praise and encouragement. Children know when it is important to listen and wait their turn as well as being increasingly confident to join in discussions. They are resourceful. They recognise and use numbers, colours and shapes in different contexts and they are keen to find out things for themselves.

Setting details

Unique reference number	EY485139
Local authority	Herefordshire
Inspection number	1001677
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	26
Number of children on roll	14
Name of registered person	Wells and Wyche Pre-school Limited
Registered person unique reference number	RP901822
Date of previous inspection	Not applicable
Telephone number	07580 355 359

Colwall Pre-School was registered in 2014. The pre-school is one of two pre-schools run by a limited company. The pre-school employs five members of staff, including the providers. They have degree level qualifications and the other staff hold appropriate early years qualifications to at least level 3. The pre-school opens each weekday during term time. Sessions are from 9am until 2pm on Monday to Wednesday and from 9am until midday on Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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