

Wollaton Village Pre-School



Wrights Institute, Wollaton Road, Wollaton, Nottingham, Nottinghamshire, NG8 2AN

Inspection date	10 October 2016
Previous inspection date	28 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager has addressed weaknesses in practice effectively. Careful monitoring of staff practice and a targeted programme of professional development have resulted in staff having renewed enthusiasm in their roles. This has a positive impact on children's experiences.
- Staff are well qualified and have a good understanding of how children learn. They plan and provide activities based on children's interests and they know the children will enjoy.
- Staff have high expectations of children's behaviour and are good role models. Children share, take turns and are kind to others.
- Good links with the local schools that children move on to make a strong contribution to children being well prepared for starting school.
- Additional funding is used well to provide support for children who need it.

It is not yet outstanding because:

- Sometimes, staff do not adapt their teaching practice quickly enough to fully match children's capabilities and help them make the next steps in their learning as swiftly as possible.
- On occasions, staff are over directive in leading the children during play. This means that children do not have enough opportunity to direct and lead their own learning.
- Staff have not fully explored ways for parents to share information about their children's achievements at home to help inform the planning of activities in pre-school.

What the setting needs to do to improve further

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

- help staff to make better use of their observations of children during activities, in order to spontaneously adapt their teaching methods to help children make swifter progress in their learning
- provide more opportunities for children to direct and lead their own learning
- explore ways to encourage parents to share information about their children's learning and development at home.

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 held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working at the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views from written feedback.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

The manager has addressed the actions and recommendations set at the last inspection. She has taken advantage of the good support offered by the local authority adviser. Improvements have been made to support children's learning. Staff are regularly recording observations they make of children and are using these effectively to establish what children need to learn next. Children's learning is monitored effectively to ensure all children have equal opportunities to make good progress. Staff have developed strategies to encourage quieter children to participate in more activities that encourage social interaction. Staff work closely with other early years professionals and outside agencies. This joint-working approach helps to secure the support that children and their families need. The arrangements for safeguarding are effective. All staff are aware of their responsibilities in promoting children's welfare and take steps to keep children safe.

Quality of teaching, learning and assessment is good

Children enjoy taking part in a range of creative activities, such as painting, sticking and exploring textured materials, including shaving foam and glitter. These activities stimulate children's senses and build on their natural curiosity to explore and investigate things. Staff enhance children's problem-solving skills. For example, children eagerly work out how to pour water down tubes to make the cars move. Staff promote mathematical language as they use words, such as heavy and light. Staff teach children basic mathematical concepts well. For example, children sort and match objects and items. They also name shapes, colours and count in routines. Children persevere with tasks, they are willing to have a go and show pride in their achievements. Children learn about other countries and find out about other ways of life. For example, they taste different foods and celebrate festivals.

Personal development, behaviour and welfare are good

When children arrive at the pre-school they are keen to learn and participate. Their relationships with each other and the staff are happy and friendly. Children have opportunities to make links with the local and wider community. For example, children recently visited an annual fair in Nottingham. Staff support children's independence well. They encourage children to attend to their own personal care, such as toileting or putting on their coats. Children have some opportunities to make choices, for instance, they decide when to play outside or when to have a healthy snack. Fresh water is always available. Staff support children to identify hazards for themselves so they develop an understanding of how to manage their own safety. Children climb and balance on large building blocks to get from one side of the carpet to the other.

Outcomes for children are good

All children are making good progress in relation to their starting points. They develop the key skills they need in preparation for school. Children enjoy expressing themselves and explore using instruments to make music. Children demonstrate good physical skills. They ride round on wheeled toys in the garden and negotiate space as they manoeuvre around cones.

Setting details

Unique reference number	254679
Local authority	Nottingham City
Inspection number	1051273
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	21
Number of children on roll	22
Name of registered person	Wollaton Village Pre School Committee
Registered person unique reference number	RP521987
Date of previous inspection	28 April 2016
Telephone number	0115 9288400

Wollaton Village Pre-School was registered in 1963. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability.

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