

Werrington Pre-School

Village Hall, Ash Bank Road, Stoke-On-Trent, Staffordshire, ST9 0JS



Inspection date

Previous inspection date

7 September 2016

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 arrive at pre-school happy and eager to play and explore. They discover a wide range of activities that interests them and helps to promote their learning. Practitioners are welcoming and attentive. Children demonstrate that they feel secure. Their progress and well-being are promoted effectively.
- The manager communicates her clear vision for the future of the pre-school. She evaluates the provision and sets out manageable plans for continuously improving what children know, understand and can do.
- Parents feel well informed about their children's care and education. Practitioners make daily written reports and tell parents about the activities children have participated in. The information encourages parents to talk with children about what they did at pre-school each day. This helps to promote children's early conversation skills.
- Practitioners establish and teach consistent routines and this helps children learn to be independent. For example, they confidently find their hand towel in their individual basket after they have washed their hands.
- Practitioners make observations of children's learning. They accurately summarise children's achievements. They check that children make good progress from starting points established on entry to the pre-school. Practitioners identify what children are ready to learn next and share this with parents.

It is not yet outstanding because:

- On occasion, planned activities that involve the whole group do not challenge every child who participates.
- Some practitioners do not always meticulously remind children about the rules for their behaviour when necessary.

What the setting needs to do to improve further

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

- sharpen the planning of group times so that every child is challenged and always makes best progress in their learning
- build on systems for promoting children's positive behaviour so that children consistently develop the highest levels of self- control.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation, such as the pre-school's self-evaluation 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

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The enthusiastic, well-managed team demonstrate their strong commitment to achieving the best outcomes for children. Managers collate and analyse information about children's progress. They use the information to identify and improve areas of learning where children's progress is slower. The manager is supportive in her supervision of practitioners. She identifies practical and meaningful targets that help them to improve their teaching. The well-qualified practitioners welcome opportunities to enhance their knowledge and skills. They participated in training about younger children's repetitive patterns of play. They added resources so that children can repeat individual patterns of behaviour that help them to think and learn. Safeguarding is effective. Practitioners confidently describe the action they must take if they are concerned about children's welfare.

Quality of teaching, learning and assessment is good

At the start of the session children spend a short, quiet period at an activity with their key person. Practitioners skilfully use this time for the direct teaching of skills. For example, one group talks together about the animals in the small-world farm. This helps to promote children's imagination and they start to invent stories for their play. Another group has pencils and paper. The youngest children try out different ways to hold a pencil. Older children practise writing the letters in their name with increasing skill. Child-initiated activities encourage children's deep involvement in their learning. Children are excited when they play with the programmable dinosaur. Their obvious fascination leads to improved skills in using technology. Children's physical development is promoted when they balance carefully along the low beam and step across the stepping stones.

Personal development, behaviour and welfare are good

Practitioners are friendly and caring role models. As a result, relationships in the pre-school are positive and children learn to respect other people. Practitioners have a good understanding of how children learn. They patiently modify instructions to children so that children can carry them out successfully. They praise children's effort and achievement and this encourages children to try hard and to enjoy learning. Children eat healthy food in the pre-school. Children with allergies to certain foods are safe because practitioners share important information effectively. Practitioners minimise risks to children by teaching them safety rules. For example, children know they must walk calmly across the car park.

Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children who have special educational needs or disability make good progress from their starting points and gaps in attainment close steadily. Children can make links between written letter shapes and the sounds they hear at the beginning of words. They recognise their written names. Children draw and write with increasing skill and understanding. Children know the words and actions to a wide range of songs and rhymes. They remember the events in familiar stories. Children count and use numbers during daily routines. They begin to understand fractions when they choose to take a whole piece of fruit or half of it.

Setting details

Unique reference number	EY485543
Local authority	Staffordshire
Inspection number	1032497
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	35
Name of registered person	Werrington Pre-School + Out of School Club LTD
Registered person unique reference number	RP907318
Date of previous inspection	Not applicable
Telephone number	07929904175

Werrington Pre-School was registered in 2015. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four at level 3. Two apprentices hold qualifications at level 2. The pre-school opens from Monday to Friday during school terms. Sessions on Monday, Tuesday and Wednesday are from 9am until 12pm. On Thursday and Friday, sessions are from 9am until 3pm. 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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