

Wollaston and Strixton Preschool



Wollaston Community Primary School, College Street, Wollaston,
WELLINGBOROUGH, Northamptonshire, NN29 7SF

Inspection date	22 November 2016
Previous inspection date	28 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The monitoring of staff practice and support for their professional development is not consistent enough to help them to develop and extend their practice to raise outcomes for children.
- Children do not make consistently good progress. Staff do not always fully interact and communicate with them to engage, challenge and motivate them in their learning.
- On occasions, staff's planning and organisation of group activities interrupts children's play and learning.
- The manager has not developed effective systems to monitor the progress of specific groups of children.

It has the following strengths

- The learning environment is well planned with a wide range of activities available for children. Children demonstrate high levels of independence. They are able to select resources for themselves and lead their own learning.
- Staff build sound partnerships with parents. Parents speak highly of the staff and the setting.
- Staff build positive relationships with children. Children are happy and well settled and enjoy their time at the nursery.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ provide regular high-quality support, coaching and training for all staff to ensure that they have the appropriate skills, knowledge and understanding to challenge and motivate children in their learning 	27/01/2017
<ul style="list-style-type: none"> ■ improve the way in which staff engage directly with children to offer planned and purposeful play experiences that reflect the different ways in which children learn. 	27/01/2017

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

- support children in becoming deeply engaged in their play, minimising the risk of interruption when routines change during the day
- strengthen processes for monitoring children's attainment in particular to get a clearer overview of the impact of the teaching on the progress relating to specific groups of children.

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 pre-school manager.
- The inspector held a meeting with the management team.
- The inspector looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Ruth Patel

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Managers and staff know how to identify and report any signs that may give cause for concern about a child's welfare. The commitment to working closely with parents and other professionals supports children well. However, managers are not consistently supporting staff in their professional development. They are not monitoring staff performance precisely enough to help raise standards of teaching. Staff generally use information from their assessments to identify individual children's learning needs. However, processes for monitoring the effectiveness of learning made by different groups of children are not implemented by management, to enable staff to adjust their teaching and evaluate the impact of this on children's progress.

Quality of teaching, learning and assessment requires improvement

Staff provide children with a suitable range of resources and activities. For example, children enjoy creative activities using junk, tape and glue. They mould and shape play dough and enjoy snuggling up to staff to listen to stories. Staff allow children to follow their own ideas during freely chosen play. However, this is often interrupted by the routine of the day, meaning children cannot always become deeply engaged in their play. Children enjoy time in the outdoor area. They develop their physical skills as they manoeuvre wheeled vehicles around a track. Children develop their imagination and re-create familiar roles, as they wash and care for dolls. Staff regularly observe children during play and plan activities using identified next steps in learning.

Personal development, behaviour and welfare require improvement

Staff implement the key-person system effectively, which helps to support children and their families to develop a sense of belonging and settle in. Staff praise children's efforts and achievements, which helps to build their confidence and self-esteem. However, children are not always highly involved in activities as staff do not always engage with them in their play and children lose focus. Children's good health is promoted. They have access to plenty of fresh air and exercise in the large outdoor area and enjoy fresh fruit at snack time. Staff support children's independence well, for example, they encourage children to manage tasks, such as putting on their coats and wellingtons and serving their own drinks.

Outcomes for children require improvement

Children make progress in their learning. They play cooperatively with their peers. They develop good language skills and are learning to communicate effectively. Children are prepared for their next stage in learning and eventual move to school.

Setting details

Unique reference number	EY390774
Local authority	Northamptonshire
Inspection number	1065351
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	30
Number of children on roll	30
Name of registered person	Wollaston and Strixton Pre-School Committee
Registered person unique reference number	RP901879
Date of previous inspection	28 November 2013
Telephone number	01933 664 551

Wollaston and Strixton Preschool was registered in 1965. The pre-school employs six members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The manager holds an early years degree. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and those who have special educational needs or disabilities.

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