

Willingtots Preschool

The Peace Memorial Hall, Church Road, Willington, BEDFORDSHIRE, MK44 3PU



Inspection date	1 December 2016
Previous inspection date	9 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 experienced and well-qualified staff create a warm and friendly environment in which children learn. They respond well to children's questions, providing answers that encourage them to think more deeply and to find their own solutions to problems.
- Children behave well in the pre-school. They understand the clear and simple rules that staff set. Children are proud of the stickers they receive when their names remain on a happy face displayed throughout the session.
- The management committee understands its role in governance. The committee ensures staff are suitably qualified for their roles and are safe to work with children.
- The manager and staff have built up a good relationship with the local schools that children will eventually attend. They share information about children's progress and find out what is expected of them when they move on to school.

It is not yet outstanding because:

- Staff do not gather sufficiently detailed information from parents about what their children can already do when they first start at the pre-school, in order to most effectively plan right from the beginning.
- Children do not always have opportunities to independently explore their interests in using technological equipment to help them have an even deeper understanding of the world.

What the setting needs to do to improve further

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

- gather more information from parents about children's achievements at home, so that their prior development can be more accurately assessed and focused learning planned for right from the start
- increase opportunities for children to use and explore technological equipment to assist them to understand more about the world.

Inspection activities

- The inspector observed activities inside the pre-school. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector accompanied staff and children on a walk in the local area and observed their interactions, teaching and learning.
- The inspector discussed with the manager the impact that teaching had on learning after a planned activity.
- The inspector held a meeting with the manager. She checked the evidence of the suitability of staff and committee members.
- The inspector looked at children's assessments, planning documentation and other records, such as attendance. She also discussed the pre-school's self-evaluation.
- The inspector took into consideration the views of parents spoken to on the day of the inspection and from written questionnaires and letters.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff work closely with other professionals and agencies to help ensure that children's welfare and safety are maintained. Staff ensure that all areas of the shared building in which they operate are safe for the children to use. They remain vigilant and assess the hazards children may encounter on their frequent walks to help keep them safe from harm. Supervision is used to help monitor staff's performance. The manager ensures that all statutory training is completed and has introduced imaginative ways to enhance her own and other staff's knowledge and understanding. For example, they gather ideas and read about trends and research through professional publications and forums. Managers and staff seek feedback from parents, children and other professionals, helping them to effectively evaluate the care and education they provide.

Quality of teaching, learning and assessment is good

The manager and staff have developed an effective routine to observe children's progress. Weekly plans incorporate children's next steps in learning. Staff regularly share information about children's progress both in the pre-school and at home. Children have plenty of opportunities to select activities that interest them. Staff support them as they work out how to create a square from rectangular blocks. Their fascination for shapes continues as they name those that they see on signposts along a country path. Staff teach children how to begin to keep themselves safe. They encourage children to think what might happen if they put their fingers through a fence while they watch the geese and ducks feed.

Personal development, behaviour and welfare are good

Children have a large space to freely move around while they learn. Staff have adapted the environment well to ensure that children have plenty of opportunities to develop their physical skills while safety repairs are made in the garden. They climb over and crawl through tunnels and balance on blocks. Staff take children to an alternative outside space or on local walks every day. This helps children to begin to understand that fresh air is important. Children enjoy discovering the sensation of walking backwards over a grassy field. They hold their arms out to help them balance and giggle as they concentrate while they strengthen their muscles. Staff provide children with a nutritious snack. They sit together and take turns to select their food and drink. There is an effective key-person system. Parents and children quickly build a trusting relationship with their named member of staff.

Outcomes for children are good

Staff effectively monitor the progress that individual and groups of children make. Children learn to be independent and motivated learners. They listen to and follow instructions and welcome staff to join their explorations and games. Children confidently count and recognise the letters in their names. When the time comes, children are well prepared for their next stage in learning at school.

Setting details

Unique reference number	219266
Local authority	Bedford Borough
Inspection number	1063709
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	15
Name of registered person	Willingtots Committee
Registered person unique reference number	RP901847
Date of previous inspection	9 July 2013
Telephone number	07972 148 085

Willingtots Preschool was registered in 1971. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm, with an optional lunch club from 12.15pm until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

