

Wordsley Pre-School & Playgroup

The Wordsley School, Brierley Hill Road, STOURBRIDGE, West Midlands, DY8 5SP



Inspection date

30 November 2016

Previous inspection date

7 June 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

- Staff use effective teaching methods. They understand how children learn and develop. A stimulating environment, both indoors and outside, and good staff interactions engage children in their play.
- Children are happy and enjoy their time at the pre-school. The key-person system works well and ensures that children's individual needs are well considered. This helps to promote children's emotional well-being.
- Parents are extremely happy with the pre-school. They comment on how they are pleased that their children are settled and happy at the pre-school, and that their children love taking part in all the activities on offer.
- Managers and staff are passionate about providing good quality care and learning experiences. They work closely with parents, other professionals and children, in order to identify areas for further development.

It is not yet outstanding because:

- Managers have not yet implemented a highly effective system to monitor and review the progress of different groups of children.
- Staff do not always identify ambitious targets for children when they plan activities. This means that activities do not always provide children with the opportunity to make the very highest rate of progress.

What the setting needs to do to improve further

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

- make better use of information from assessments to check more accurately on the progress made by different groups of children to ensure that no children are left behind in their learning
- enhance the planning of activities to ensure that children are provided with opportunities to make outstanding progress in their learning.

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 pre-school manager. She looked at relevant documentation, and evidence of the suitability of staff working in the pre-school. The inspector discussed the pre-school's self-evaluation.
- The inspector spoke to a small number of parents/carers during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to protect children in their care. They are aware of the procedures to follow to take action in the event of a concern about a child. Robust recruitment and vetting procedures ensure that all staff are checked for their suitability to work with children. Regular supervision meetings are held with staff to provide them with support and coaching to enable them to fulfil their roles. All staff are qualified and have regular opportunities to attend further training to enhance their knowledge and skills. This has a positive impact on the quality of care and education children benefit from. Assessment information is shared with the schools that children move on to, helping to support their transition.

Quality of teaching, learning and assessment is good

Staff discuss children's starting points with parents and gather information about what children can already do when they first start. This helps them to plan appropriate activities from the outset. Staff make regular observations of children during play and use these to continue to plan for children's individual needs. Children's communication and language skills are supported well. Staff effectively model the use of language; they introduce new words as children play and they respond well to what children say. Children develop their creative skills while decorating Christmas trees. They enjoy exploring natural materials, such as shells and pine cones. Staff encourage them to use the magnifying glass to look at and compare differences. Children's mathematical understanding is promoted as staff encourage children to sort, compare and estimate.

Personal development, behaviour and welfare are good

Children are physically active and enjoy daily opportunities to play in the outdoor environment. Their health is further promoted through good hygiene routines. Children learn the importance of washing their hands before mealtimes and after playing outside. Children are well behaved. Staff act as good role models and gently remind children of the need to share, take turns and be kind to one another. Children learn the importance of keeping themselves safe. Staff remind children to use their walking feet while indoors and to sit on furniture correctly. Staff effectively promote children's emotional well-being and confidence through lots of praise and encouragement. New children are gradually introduced to the setting. Staff are warm, friendly and offer children appropriate cuddles and reassurance.

Outcomes for children are good

All groups of children, including those in receipt of additional funding, make good progress in their learning. Children are learning new skills that will help to prepare them for school. For example, children make independent choices and are beginning to focus their attention for longer periods of time during group activities. Children are confident and motivated learners who readily join in with the activities on offer. They enjoy sharing books with staff and taking part in action rhymes.

Setting details

Unique reference number	EY367438
Local authority	Dudley
Inspection number	1065101
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	34
Name of registered person	Wordsley Pre-School & Playgroup C.I.C.
Registered person unique reference number	RP527604
Date of previous inspection	7 June 2013
Telephone number	07817682421

Wordsley Pre-School & Playgroup registered in 1986. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are held on Monday and Friday between 9.10am to 12.10pm and on Tuesday, Wednesday and Thursday from 9.10am to 3.10pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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