

Watnall Preschool

Victoria Institute, Main Road, Watnall, Notts, NG16 1HS



Inspection date	27 February 2017
Previous inspection date	15 March 2016

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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 management team has worked hard with the local authority adviser to address weaknesses identified at the previous inspection. Staff plan activities that follow children's individual interests and support what they need to learn next.
- The learning environment is stimulating and organised well. Toys and resources are arranged to enable children to make choices about what they want to do. Children play happily with staff and other children.
- The manager monitors the educational programmes and children's progress. This ensures any gaps in their learning are identified and acted on. Effective relationships with other professionals and agencies ensure that children get any additional support they require.
- The key-person system is effective. Staff treat children with kindness and respect. Children display good levels of confidence and self-esteem and happily seek out staff for comfort and reassurance.
- Staff use a range of interesting and age-appropriate opportunities to teach all children about other people, places and festivals, such as Chinese New Year. This helps them to develop their understanding of the wider world through meaningful experiences.

It is not yet outstanding because:

- Newly revised systems to monitor the quality of teaching and evaluate staff practice are not yet fully embedded to ensure that teaching is consistently of very high quality.
- There is scope to further develop the ways staff work with those parents whose children are new to the pre-school, so that information sharing is more detailed from the start.

What the setting needs to do to improve further

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

- consolidate processes for the monitoring and evaluation of staff practice so that teaching is consistently of a high quality
- review and strengthen partnership working with those parents whose children are new to the pre-school.

Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- 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 spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working at the pre-school.

Inspector

Teresa Lester

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about child protection issues and understand what action to take if they are concerned about the welfare of a child. Regular risk assessments are carried out by staff both indoors and outside. This ensures that potential hazards are identified and removed and the environment remains safe for the children. The management team evaluates the provision. The views of staff, parents and children are sought regularly as part of the evaluation process. The management team has a detailed development plan in place with clear actions to drive further improvement. Parents speak very positively about the care and education their children receive.

Quality of teaching, learning and assessment is good

All staff hold relevant childcare qualifications. They have a good understanding of how children learn. Regular observation of children are effectively used to help staff identify children's skills, abilities and interests. Children enjoy completing number puzzles and playing matching games. Staff participate in children's play. They encourage and challenge them well, broadening their learning experiences. Children use their imagination well as they play with small-world toys. They work together to build towers and discuss who has the tallest tower and how to stop their towers wobbling. The pre-school staff work well with teachers from the local schools to support children with their transitions. Teachers are invited to meet the children who are ready to move on to school.

Personal development, behaviour and welfare are good

Staff create a welcoming environment where children are safe and looked after well. Children enjoy their time at the pre-school. They form strong bonds with their key persons and other members of staff. Children show good physical skills as they steer wheeled toys around the playground and play ball games. They follow good hygiene procedures and understand about keeping healthy. Children benefit from eating freshly prepared and nutritious snacks. Mealtimes are a social occasion. Children engage with each other as they sit around the table together. They behave well, which is reinforced through staff's explanation about how to share and be kind to others.

Outcomes for children are good

All children make good progress from their starting points. They acquire the skills they need in readiness for school. Children learn to play cooperatively alongside each other, developing their social skills. Mathematical language is skilfully promoted as children are encouraged to discuss numbers, shape and size. They make links in their learning as they find ways to solve simple problems as they investigate what materials magnets will stick to. Children make marks spontaneously and enjoy practising early writing. Children sing a selection of familiar songs and rhymes. They select books and talk about their favourite characters in stories. Children take pride in showing off newly acquired skills, such as using pedals on wheeled toys. They thrive in this welcoming and nurturing environment.

Setting details

Unique reference number	253148
Local authority	Nottinghamshire
Inspection number	1044597
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	35
Name of registered person	Watnall Pre-School Playgroup Committee
Registered person unique reference number	RP522569
Date of previous inspection	15 March 2016
Telephone number	0115 9458 574

Watnall Preschool opened in 1978. The pre-school is open each week day during school term times. Sessions are from 9am to 3pm on Monday, Tuesday and Thursday and 9am to midday on Wednesday and Friday. The pre-school employs six members of childcare staff who all hold early years qualifications at level 3.

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