

Weston Wombats

Weston Village Hall, The Green, Weston, Stafford, Staffordshire, ST18 0JH



Inspection date

13 June 2017

Previous inspection date

17 March 2015

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- Staff do not seek written permission from parents for the administration of medicine to children. This breach also relates to the requirements of the Childcare Register.
- The manager and committee do not ensure all records are available at inspection, including records of staff qualifications and identity checks.
- Staff do not fully encourage parents to share detailed information about children's knowledge and skills when they first start. They also do not consistently provide all parents with information about their children's ongoing progress.
- Staff's monitoring and assessments of children's learning do not yet have a sharp enough focus on identifying children's styles of learning. Therefore, they do not fully consider this in their planning of activities.

It has the following strengths

- Staff have high expectations of children's learning. For example, they help younger children to become toilet trained and older children to develop skills for school, such as counting.
- The environment is stimulating and there is a wide variety of toys. Since the last inspection, staff have ensured children have daily opportunities to explore outside.
- Staff care for younger children with sensitivity. Children have strong bonds with their key person. Staff know children's care routines and follow them throughout the session.

What the setting needs to do to improve further

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

	Due Date
■ ensure written permission is obtained from parents for each prescription or non-prescription medication to be administered to children	13/07/2017
■ ensure all records are easily accessible and available.	13/07/2017

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

- support parents to share even more information about children's capabilities when they first start, and provide more detailed information for parents about children's achievements and next steps in learning
- build on the systems to monitor and assess children's learning in order to accurately identify children's individual learning styles, and use this information more precisely when planning activities.

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 spoke with staff and children during the inspection.
- The inspector observed an activity and evaluated it with the manager.
- The inspector spoke to the manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management requires improvement

At inspection, the manager was unable to demonstrate that written permission has been sought from parents to administer medication to children. In addition, not all staff records are available at inspection. Safeguarding is effective. Staff, including the manager, know the safeguarding policies well and how to report concerns about children's welfare. Thorough risk assessments help to ensure the environment is safe for children. The premises are secure, including the main door and garden gate. The manager and committee monitor staff performance. They identify ways to enhance staff teaching through coaching and mentoring. For instance, the manager builds staff confidence in leading group times for children to further develop the quality of teaching. The manager uses feedback from staff, parents and other professionals when evaluating the pre-school.

Quality of teaching, learning and assessment is good

Staff plan activities that promote all areas of children's development and build on their interests. However, they do not fully consider children's learning styles in their planning. Staff closely monitor the progress of individual and groups of children. They have identified ways to improve aspects of children's learning, such as mathematics. Staff have a strong focus on promoting children's communication and language skills. For instance, they encourage children to ask their own questions. Staff also help children to develop their listening skills outside. Children listen to the different sounds they make when they play the xylophone. Staff have good relationships with parents. However, they do not always gather and share detailed information about children's learning with all parents.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management impact on children's safety and welfare. Despite this, children's behaviour is good and staff teach them right from wrong. Children clean their own hands after painting as they develop their independence skills. Staff work well with parents to encourage children to make healthy choices of food and drink. Staff support children to be emotionally ready for their move to school. One of the ways they do this is by inviting teachers to meet the children at the pre-school before they start school.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in their learning. Children learn early writing skills as they make marks with crayons on large pieces of paper. Children who are new to the pre-school settle in quickly and form relationships as they play alongside others. All children are confident. For instance, during whole-group time children talk in front of others.

Setting details

Unique reference number	218277
Local authority	Staffordshire
Inspection number	1090024
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	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Weston Wombats Committee
Registered person unique reference number	RP908604
Date of previous inspection	17 March 2015
Telephone number	07958 591 277 and 01785 607616

Weston Wombats registered in 1992. The pre-school is committee run and is situated in Weston, Staffordshire. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds level 2. The pre-school opens on Tuesdays and Wednesdays from 9.15am until 2.45pm, and on Thursdays from 9.15am until 1.15pm, during term time only. It receives funding to provide free 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.

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