

# Wellington Community Playgroup Pre-School

Wellington Youth Centre, Mantle Street, WELLINGTON, Somerset, TA21 8SW



## Inspection date

20 June 2017

Previous inspection date

4 November 2016

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Although there are clear recruitment and vetting processes, the management committee is not thorough in ensuring it keeps records of staff's suitability to work with children. This is a breach of a requirement.
- Staff do not plan an environment that represents all children's backgrounds to help them develop a positive awareness of their own similarities and differences.
- Children do not have consistent opportunities to learn how to use books to find information.

### It has the following strengths

- Staff have good partnerships with parents and outside agencies, which helps them to be consistent in supporting children's development. They work together well to meet children's individual needs, especially those who have special educational needs and those who are learning English as an additional language.
- The manager leads a team of staff who work well together and provide good role models for children. Children enjoy their time at the pre-school. They have strong relationships and learn to manage their feelings and behave well.
- All children make good progress in their learning and development from their starting points. The manager monitors children's overall development effectively and ensures children receive any additional support they need to quickly catch up.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ keep records of all the information on the identity and vetting processes completed on staff suitability.	20/07/2017

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

- help children develop a positive awareness of their own and other people's similarities and differences
- build on children's knowledge of books and help them gain an awareness of how to use them to find information.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with children, staff and parents, and took account of the provider's quality improvement plans.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

**Inspector**  
Elaine Douglas

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The management committee does not maintain thorough and accurate records on how it checks staff's suitability. For example, some references and identification evidence are missing and there is no record of a Disclosure and Barring Service check on one member of staff. However, they do not have unsupervised access to children. The manager, committee and staff evaluate their practice and look for ways to improve outcomes for children. For example, the management committee is in the process of reviewing and updating all its policies and procedures to ensure practices are more robust. Staff are planning challenges for children in their newly acquired additional outdoor area. Safeguarding is effective. Staff provide good supervision of the children and know them well to recognise any signs for concern. The manager and staff know what to do should a child be at risk of harm. The manager works directly with staff, providing good support and identifying areas for staff development. For example, through team training, they now use sign language and points of reference to aid children's communication skills better.

### **Quality of teaching, learning and assessment is good**

Staff use their observations well to plan challenging activities for children's next stage of learning. They provide good support for children's mathematical development. For example, they help young children recognise shapes and help older children to know how many they have in a group if they add or take one away. Children learn about capacity and volume as they play with water and predict which vessel will hold the most. Staff pose good questions to help children think of solutions to problems. For instance, staff encourage children to think what else they could use if they do not have a square shape. Through trial and error, children discover that they can use two equal-sized triangles.

### **Personal development, behaviour and welfare are good**

Staff help children to gain an important understanding of safe and healthy practices. For example, children know to drink plenty of water and wear hats and sunscreen to protect them from the sun. Children use tools safely and understand the reason for doing something in a certain way. For instance, children comment on cutting grapes up so as not to choke. Children move confidently around the well-resourced environment.

### **Outcomes for children are good**

Children develop good skills and an enjoyment of learning, which prepares them well for school. They gain independence in selecting resources and managing age-appropriate tasks and their self-care. Children are creative and imaginative. For example, older children use large construction pieces to make themselves a crash helmet and pretend a rocking horse is their motorbike. Children are very proud of their achievements and are keen to talk to staff; they are confident and inquisitive communicators.

## Setting details

<b>Unique reference number</b>	EY457294
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1077895
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Wellington Community Playgroup Committee
<b>Registered person unique reference number</b>	RP522294
<b>Date of previous inspection</b>	4 November 2016
<b>Telephone number</b>	07875 604954

Wellington Community Playgroup Pre-School registered at the current premises in 2013 and has been running since 1992. It is situated within Wellington Youth Centre in Wellington, Somerset, and is run by a voluntary committee. The pre-school operates each weekday from 9.30am to 2.30pm during term time only. From September 2017, it will open each weekday from 9.15am to 3.45pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The committee employs five members of staff. The manager has early years professional status and one member of staff holds an early years qualification at level 4. One member of staff holds an early years qualification at level 3 and two hold a qualification at level 2.

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