

North Wraxall Pre-School Playgroup

Community Hall, North Wraxall, Chippenham, Wiltshire, SN14 7AF



Inspection date	6 July 2017
Previous inspection date	5 February 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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Some staff lack knowledge and understanding of recent safeguarding matters and guidance.
- Although children are not significantly at risk, the provider has not provided Ofsted with all the required information to complete suitability checks on new committee members.
- The provider has not made sure that all staff receive effective induction, support, coaching and training, to ensure that they are clear of their roles and responsibilities. The quality of teaching is variable. Staff miss opportunities to encourage children to investigate and test their ideas.
- The self-evaluation process is not rigorous enough to identify and target all areas for improvement and breaches in the requirements.

It has the following strengths

- Children form secure attachments with adults. This helps to promote their social skills and make them confident.
- All children benefit from a wide variety of resources inside and outside. They move freely around the setting to play lively games or sit quietly working with an adult.

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
<ul style="list-style-type: none"> ■ ensure all staff have an up-to-date knowledge and understanding of safeguarding policy and procedures, including any advice and guidance issued by government 	31/07/2017
<ul style="list-style-type: none"> ■ provide Ofsted with the required information to check the suitability of all individuals or committee members 	21/07/2017
<ul style="list-style-type: none"> ■ provide staff with effective induction, support, coaching and training, to enable them to fulfil their roles and responsibilities. 	31/07/2017

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

- make the most of opportunities to extend and challenge children's learning to help them make the best possible progress
- use self-evaluation effectively to identify and address any breaches of requirements and areas for development, to improve the quality of the provision.

Inspection activities

- The inspector observed activities inside and outside, including the quality of teaching.
- The inspector talked to the children and held discussions with staff at appropriate times during the inspection.
- The inspector carried out a joint observation of staff practice and discussed it with the deputy manager.
- The inspector looked at a selection of documentation, including children's assessment information, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jennifer Cutler

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not ensured that all staff are aware of up-to-date legislation and initiatives to keep children and their families safe. Neither has the provider fulfilled the requirement to inform Ofsted of recent changes to committee members. However, there is no significant impact on children because committee members are not left unsupervised with them. Staff are aware of their responsibility to protect children from harm and know whom to contact should any welfare concerns arise. Safeguarding is effective. The relatively new staff team has worked together to bridge the gap until the new manager is appointed. However, uncertainties remain about roles and responsibilities, and there is currently a lack of professional development. Generally the staff provide a caring environment where children are safe and happy, but leaders have not identified all targets for improvement.

Quality of teaching, learning and assessment requires improvement

Staff make careful assessments of children's progress and plan the next steps for learning. For example, they encourage children who play alone to join in with others in the role-play area. Children pretend to cook dinner, bake a cake and share food with others. This helps to increase their social and communication skills. However, teaching is inconsistent. For example, when children are playing with coloured ice and beginning to explore the melting process, staff do not introduce them to the appropriate scientific vocabulary to explain what is happening. Staff provide appropriate support for children who need extra help and establish good links with other agencies. Efficient information sharing helps ease children's move to their next stage of education.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management do not fully support children's welfare. At times, children become disengaged and lose interest in activities. However, staff are patient and give clear messages about acceptable behaviour, and help children understand why they must take turns and share toys. Staff encourage children to make healthy choices and learn self-care skills. For example, they know that everyone must wash their hands before snack time. The children benefit from lots of fresh air and exercise to promote their physical skills. However, they know that they can also sit quietly indoors and have the undivided attention of an adult to help them with an activity of their choosing.

Outcomes for children require improvement

Overall, children are happy and come into pre-school confidently. They develop some of the skills necessary for the next stage in their education. They play together well and actively explore their environment. Some older children show good powers of concentration. They persevere, cut with scissors, and talk about colours and mathematical shapes. However, they are not always challenged by the activities on offer.

Setting details

Unique reference number	199393
Local authority	Wiltshire
Inspection number	1089841
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	30
Number of children on roll	41
Name of registered person	North Wraxall Pre-school Playgroup Committee
Registered person unique reference number	RP901867
Date of previous inspection	5 February 2015
Telephone number	01225 891 550

North Wraxall Pre-School Playgroup registered in 1969. It opens each weekday during school terms only. Sessions run from 9am to 4pm on Monday to Thursday and from 9am to 3pm on Friday. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. Eight members of staff work directly with the children. One member of staff holds early years professional status and another holds qualified teacher status. Two other members of staff hold relevant early years qualifications at level 3.

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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