

# Wellington Boots Playgroup & Pre-School

Holy Trinity Church, Hurst Road, Sidcup, DA15 9AE



## Inspection date

7 September 2017

Previous inspection date

23 March 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Children are happy to play and learn at the setting. They settle in quickly and staff support them extremely well during this process. Children build healthy and strong relationships. Staff find out what children like and can do, which helps them plan activities and resources that children enjoy.
- The manager and staff have daily discussions about the provision, evaluating the activities and their practice to help children make the best progress as possible. For example, they plan weekly and review to check children have achieved their next step in learning.
- Children behave well and become familiar with the routines and rules from early on. Staff role model their expectations for behaviour and support children with managing their emotions and feelings. Children play together, sharing resources and ideas.
- The manager and staff are very committed to provide a welcoming learning environment for children and parents. Staff share with parents their children's learning through short conversations at the end of the session and shared planning, for example. They also support parents with ideas to help children learn at home.

### It is not yet outstanding because:

- Children have limited opportunities to explore and learn how to use different technology for a purpose during their time at the setting.
- Staff do not encourage all parents to share their home language and culture with the setting to help children learn about the diversity within the setting.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn how to use different technology for a particular purpose
- ensure staff encourage all parents to share information in regards to their home language and cultural background.

### 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 inspectors looked at children's records, the planning documentation, evidence of the suitability of staff and a range of other documents.
- The inspector carried out a joint observation with the manager.
- The inspectors held separate meetings with the manager and the local early years improvement advisor.
- The inspector spoke to a selection of parents and took into account their views.

### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has implemented new resources and procedures to support all staff with their understanding and knowledge of what to do if they are worried about a child's safety and welfare. Staff have a clear understanding of their role and responsibility in teaching and safeguarding children. They ensure that the learning environment is safe and children are aware of any risks. For example, staff remind children to walk inside and they show them how to use the stairs on the slide in a safe way. The manager regularly observes staff and holds regular one-to-one meetings with them to evaluate practice and discuss training needs. This has helped to improve the quality of teaching. For example, staff use bilingual books and word cards in the setting after recent training in speech and language, which has helped to support children's developing communication.

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

Staff and the manager monitor the children's progress and track different groups of children to ensure children progress in all areas of learning. Staff plan for all children, ensuring they include children's interests and next steps in their learning to help them make good progress. They have a clear understanding of how to teach children, considering their age and interests. Staff talk to children effectively to engage them in play and extend their learning. Children enjoy playing outdoors, for example, they pretended they had a shop where they sold ice cream. They learn about the different roles people have in a shop, such as the shopkeeper and the various ice-cream flavours on offer. Children are excited and enthusiastic to play together. Staff provide plenty of opportunities for children to develop their early writing skills.

### Personal development, behaviour and welfare are good

Children who are new to the setting are well supported to become independent from day one. Staff provide cuddles and comfort to help children settle. They skilfully encourage them to have the confidence to explore the resources gradually. Parents provide information about their children's home routine which staff uses to help plan the settling process. Staff ensure they follow all dietary requirements to help promote the good health of the children. Staff encourage and show children how to wash their hands before snacks and to pour their own drinks. Children have daily access to outdoor learning. This helps them to develop physical skills, such as balancing and jumping, and they learn to ride bicycles and move ride-on cars.

### Outcomes for children are good

Children are ready for their next stage of learning. They develop good social skills. Children play alongside their peers and start making friendships during play. From the outset, children learn mathematical language and concepts. For example, when children play with the dinosaurs while settling in, staff talk about 'big' and 'small' to help children identify objects by size. Children develop their physical and creative skills. They learn to use scissors and glue to cut out pictures and stick different materials on paper.

## Setting details

<b>Unique reference number</b>	EY467663
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1099474
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Wellington Boots Playgroup Partnership
<b>Registered person unique reference number</b>	RP902537
<b>Date of previous inspection</b>	23 March 2017
<b>Telephone number</b>	07837445851

Wellington Boots Playgroup & Pre-School registered in 2013. The pre-school is located in Sidcup and opens Monday to Friday from 9.15am until 12.15pm during term time. There are five members of staff employed. Of these, four staff hold relevant early years qualifications ranging from level 3 to level 6. The pre-school receives funding to provide free early education for children aged two, three and four years.

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