

Wollaston and Strixton Preschool



Wollaston Community Primary School, College Street, Wollaston,
WELLINGBOROUGH, Northamptonshire, NN29 7SF

Inspection date	18 September 2017
Previous inspection date	22 November 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

- Since the last inspection, the manager and staff team have made significant improvements that have a positive impact on the quality of teaching and learning provided. Staff are supported through effective supervision and a programme of professional development, this results in consistently strong teaching.
- Children enjoy the good range of activities that are available to them. Staff understand when to get involved with the play and are skilled in supporting children to think about how they can extend their interest, curiosity and learning.
- Parents speak highly about the pre-school. They comment on how supportive the staff are and the professional manner in which they work with them and the children. They say their children are making good progress because they take part in activities they enjoy.
- Children's safety is given high priority. Staff manage children's free choice to play indoors or outdoors well because staff are deployed effectively. Thorough risk assessments and action taken to minimise risks contribute to children's safety.

It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities for older and most-able children to develop their awareness of how to measure time.
- Children have fewer opportunities during activities to develop literacy skills in relation to showing an interest in illustrations and print.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's understanding of how to measure time
- focus more precisely on enhancing children's experience of illustrations and print.

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 carried out a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and with two members of staff. She looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school and for the committee members.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed up-to-date training in child protection and they understand how to keep children safe and protect their welfare. A commitment to training has resulted in staff completing qualifications and increasing their knowledge. This extra knowledge reflects in staff's confidence and they consistently demonstrate good teaching strategies which enthuses and motivates children during their play. Effective monitoring of different groups as well as children's individual progress means that funding for new play materials and available resources are used well. The staff team have a reflective approach, they make daily changes to activities as required to continually meet children's needs, and they identify their plans for the future development of the pre-school.

Quality of teaching, learning and assessment is good

Children benefit because staff get to know them well and take full account of their interests and ideas when planning activities. Children are eager to take part in all the activities and they are actively encouraged to follow their own ideas and to think about what they are doing. Children are able to consolidate their learning and take their interest in different directions because staff are skilled in linking activities together. For example, children take part in adult-led baking activities and continue with this theme in an area set up with resources for a forthcoming charity event involving refreshments. They thoroughly enjoy exploring real vegetables and cereals in the play kitchen area in the garden. Staff use regular observation and assessment of children's progress to inform the planning and ensure they offer activities that provide children with suitable challenges to help them continue to make progress.

Personal development, behaviour and welfare are good

Children clearly show that they are developing a sense of well-being and belonging in the pre-school. They rapidly become familiar with the daily routines and develop a good relationship with the staff. Children are confident to ask staff for assistance and they seek reassurance and comfort as they need it. Children play well together and their behaviour is good. Staff are effective role models, taking time to clearly explain to children and remind them about being kind and why certain behaviour is not safe. Children enjoy the freedom to choose whether they play inside or outside where they take part in activities that promote their physical skills. They learn to climb safely, to roll hoops and throw balls. Children enjoy healthy snacks and have access to their own drinking bottles.

Outcomes for children are good

Children make good progress. Their speaking skills are supported as they are given time to share their news. Children learn useful skills for their future learning and for starting school as they begin to share, take turns and think of others. Children choose what they want to do. They serve themselves at meal times and put their own coats and boots on ready to play outside.

Setting details

Unique reference number	EY390774
Local authority	Northamptonshire
Inspection number	1079530
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	27
Name of registered person	Wollaston and Strixton Pre-School Committee
Registered person unique reference number	RP901879
Date of previous inspection	22 November 2016
Telephone number	01933 664 551

Wollaston and Strixton Preschool registered in 2009 and is managed by a committee. The committee also operates the Sunrise and Sunset before and after school club. The preschool employs six members of childcare staff. Of these, four hold appropriate early years qualifications between level 2 and 6. The preschool opens from Monday to Friday during term time. Sessions are from 9am until 2pm. The before and after school club opens Monday to Friday during term time from 7.30am until 8.45am and from 3.30pm until 6pm Monday to Thursday. The preschool provides funded early education for two, three- and four-year-old children.

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