

Welland Pre-school

The Pavilion, Spittlesfield, Marlbank Road, Welland, Worcestershire, WR13 6NE



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| Inspection date | 16 November 2017 |
| Previous inspection date | 18 May 2015 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The manager is dedicated to her role and has an excellent knowledge of how children learn and develop. She leads a staff team who are highly motivated and enthusiastic. They share vision and drive, and demonstrate a strong commitment to delivering high-quality, stimulating and innovative learning experiences for children.
- The learning environment is vibrant and very well organised. Staff make learning fun. Children are highly motivated and very eager to join in. They successfully use their imagination and engage in meaningful conversations. Children enthusiastically talk to staff and peers about their favourite cakes and pretend to make them in the outdoor kitchen.
- Staff know children extremely well. They make highly effective use of information to plan meticulously for children's individual needs and interests. A robust key-person system fully supports children's emotional well-being and helps them to develop exceptionally secure and trusting relationships.
- The quality of interactions between staff and children is exceptional. Staff are extremely focused on supporting children's communication and language skills. The dynamic delivery of teaching by staff, keeps all children captivated and fully focused at all times. They are totally engaged and active participants in their learning.
- British values are at the heart of the pre-school's practice. Staff are excellent role models and have very high expectations of behaviour. Staff teach the children good manners. They learn to share, take turns and to be kind and polite to each other.
- Partnerships with parents, other providers and professionals are very strong. Information about children is shared in a wide range of ways. As a result, children's care and learning is consistent and exceptionally well complemented

What the setting needs to do to improve further

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

- review the effectiveness of the planned changes to develop children's interest in technology and evaluate the impact this has on their already excellent learning.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the pre-school.
- The inspector talked to the manager about priorities for improvement.
- The inspector spoke to children and staff at appropriate times during the inspection. She also took account of the views of parents spoken to during the inspection.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager and staff have an excellent knowledge of safeguarding procedures. They are highly proactive in protecting children from harm and know exactly what to do should they have concerns about a child's safety or welfare. Staff benefit from regular supervisory meetings. The manager regularly observes their practice, and provides them with comprehensive feedback. Staff feel supported in their professional development, which is highly personalised according to their needs and interests. This has a very positive impact on the quality of care and education provided and further develops staff's already excellent knowledge and skills. The manager is forward thinking. She, along with her team, constantly reflect on their practice and swiftly identify where improvements can be made. For example, they plan to further support children's use of technology within the pre-school. The manager and staff have an excellent overview of the progress children make. Highly effective monitoring identifies where children are not achieving at the highest levels and swift interventions are put in place to help them catch up.

Quality of teaching, learning and assessment is outstanding

Staff have high expectations of what each child can achieve. Younger children show high levels of concentration as they enthusiastically engage in sensory play. They investigate foam and giggle as they add water to make bubbles. Children think carefully and predict the outcome, as they mix paints to make different colours. They chose from a wide selection of resources, such as big sponges and small brushes to make shapes and marks. Children engage in imaginary play, skilfully styling a staff member's hair in the pretend hairdressing salon. The quality of interactions between staff and children are exceptional. They share their ideas, think out loud and are engrossed in meaningful conversations.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and settled. Their play is freely chosen. They decide for how long to sustain the play, what it is about and who to play with. Staff organise resources exceptionally well to enable children to explore their own ideas and creativity and move freely between inside and outside. They teach children about the importance of a healthy lifestyle. Staff model healthy eating and excellent hygiene practice. Children thrive and thoroughly enjoy time spent outdoors. They enthusiastically run, jump and excitedly use ride-on toys.

Outcomes for children are outstanding

All children make rapid progress in their learning and acquire the key skills required in preparation for their move on to school. Children learn key skills in literacy as they practise writing and learn the sounds that letters represent. Children's mathematical skills are developing extremely well. They have lots of opportunities to count, sort and match. Young children are highly focused as they mix and stir their mixture of mud to make potions. Pre-school children learn to make clay from soil. Children learn about the natural environment and delight in making bird feeders which they place on the fence for the birds to eat.

Setting details

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| Unique reference number | EY402179 |
| Local authority | Worcestershire |
| Inspection number | 1094116 |
| Type of provision | Full-time 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 | 41 |
| Name of registered person | Welland and District Pre School Group Committee |
| Registered person unique reference number | RP904845 |
| Date of previous inspection | 18 May 2015 |
| Telephone number | 01684311807 |

Welland Pre-school registered in 1971. The pre-school is in Welland, near Malvern, Worcestershire. There are seven members of staff who work regularly with the children. Of these, five hold appropriate early years qualifications at level 3. It operates Monday to Friday during school term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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