

# Wigginton Pre-School

The Village Hall, Chesham Road, Wigginton, Tring, Hertfordshire, HP23 6EH



## Inspection date

21 November 2017

Previous inspection date

3 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff have established close working partnerships with parents and keep them informed about upcoming events and how they can be involved in their child's learning. Children's achievements and progress are regularly shared with parents. Staff provide ideas for activities that parents can use at home to support their children's development.
- Children quickly build close bonds with their key person and the other staff. This helps support children in building up their confidence. Staff know the children very well and meet their individual needs effectively. Children are very happy and settled in the pre-school.
- Staff frequently evaluate their practice. They regularly gather the important views of parents and children. The management team uses their ideas when setting targets for further development.
- Staff support children's speech and language skills well. They talk to the children about what they are doing. They introduce new words into their play, such as crunchy and soft.

### It is not yet outstanding because:

- The manager is not making the best possible use of supervision procedures to focus on helping staff to develop first-rate teaching skills.
- Staff do not fully seek information from parents about what children already know and can do when they first start.

## What the setting needs to do to improve further

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

- strengthen procedures for staff supervision to focus on raising the quality of teaching to the highest level
- seek more initial information from parents about what children already know and can do.

### 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 completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of persons working and living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding about the signs and symptoms of abuse. They know the procedures to follow and who to contact in their local authority with any such concerns. Staff regularly evaluate the assessments of children's progress and achievements. They quickly identify any gaps in learning and rapidly provide targeted support to help children make continued good progress. Staff attend training to enhance and develop their skills further. They visit other settings to share good practice. Staff have developed secure partnerships with settings that children move on to. They share good information about children's achievements to support a continuity in their care and learning.

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

Children develop their small-muscle skills as they carefully thread cereal onto long pieces of spaghetti. Staff promote their mathematical development very well. Children enjoy learning how to wrap presents ready for Christmas. Staff skilfully use these opportunities to talk to children about the patterns they see in the paper and count how many pieces of tape they have used. They encourage children to work out how many they will have, if they add two more. During story sessions, staff challenge children to predict what may happen next and identify objects in the pictures. Children delight in creating pictures after choosing for themselves from a wide range of writing materials. This helps to develop their early writing skills.

### Personal development, behaviour and welfare are good

Children behave well. Staff provide clear and consistent messages which support children's understanding. Children develop their independence. For example, children find and put on their own coats for outdoor play and wash their hands ready for snack and mealtimes. They have many opportunities for fresh air and exercise. Children enjoy riding push-along and pedal bicycles. They go for walks in the local area which help them to learn more about their environment. Children have visits from the dentist, police and enjoy trips to the park. Staff talk to children about the food they eat. This helps them understand about healthy eating. Children take part in activities for different festivals and events. These help them learn about the similarities and differences between each other.

### Outcomes for children are good

Children are eager to learn and fully engage enthusiastically in the wide range of learning opportunities and activities. Children make good progress. They quickly learn the skills needed ready for their next stage in learning and for their move on to school. For example, they readily share toys and take turns during games. Children develop their imagination well. They pretend to take their soft-toy animals for walks and on trips to the local shops.

## Setting details

<b>Unique reference number</b>	129409
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1103007
<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>	28
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Wigginton Pre-School Committee
<b>Registered person unique reference number</b>	RP904699
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	01442 828879

Wigginton Pre-School registered in 1992. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm, with a lunch club until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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