

# Wanlip Pre-School

10 Sibson Road, Birstall, Leicester, LE4 4DU



## Inspection date

7 December 2017

Previous inspection date

5 June 2015

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

- The manager and her staff are an experienced team with a secure knowledge of the early years foundation stage. They are committed and dedicated practitioners who share high expectations for all children.
- The manager and staff work in partnership with parents, other professionals and community groups to enhance children's experiences at the pre-school. They enjoy a strong partnership with the local police representative. As a result, children benefit from good support to develop their awareness of personal safety. For example, they practise safer road crossing together.
- Staff place a strong focus on developing children's literacy skills. They provide a wide range of exciting activities which helps children to successfully develop their early reading and writing skills.
- Staff are good role models. They are respectful and responsive to children's ideas.
- Children thoroughly enjoy their time at the pre-school and enthusiastically choose from a wide range of stimulating activities. They have a wealth of opportunities to develop their imaginative and creative skills, such as when they play in 'Santa's workshop' or explore the large igloo being constructed from plastic milk bottles.

### It is not yet outstanding because:

- There is further scope to strengthen the evaluation of staff's practice to develop their teaching skills to a consistently outstanding level.
- Occasionally, staff do not use opportunities for children to practise their mathematical skills during their play and pre-school routines.

## What the setting needs to do to improve further

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

- evaluate staff's teaching skills more precisely and offer further support to help them improve the quality of their practice to a consistently outstanding level
- enhance the opportunities for children to use their mathematical skills as they play and follow routines.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jane Millward

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses effective self-evaluation to target improvements to the pre-school. For example, she has considered how different groups of children, such as boys and girls learn and attended training to help her plan improvements to the learning provision for boys. The manager prioritises her own and staff's professional development. As a member of a local schools' network she values opportunities to train, share good practice and plan for children's successful transition to school. The arrangements for safeguarding are effective. All staff understand their responsibilities to keep children safe and how to report any concerns about a child's welfare. Robust arrangements are in place to keep children safe, such as when children arrive and leave the pre-school.

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

Teaching is consistently good and sometimes outstanding. Staff have an excellent knowledge of how children learn to write. They plan activities using scarves and dance movements to help children to develop the physical control and movements they require for writing. Children are introduced to different types of print including the cursive style which they will use at school. Staff accurately observe children's learning and progress and share this information with parents. Parents are encouraged to contribute observations of their children's achievements using an online reporting system or by adding a leaf to the 'wow' tree. Staff use the information they gather along with their knowledge of children's interests to plan for their next steps in learning. Staff encourage children to extend their language and communication skills introducing new vocabulary and prompting them to use more complex descriptions of their observations and play.

### Personal development, behaviour and welfare are good

Children receive good support to develop their independence and self-care skills. Staff help them to understand how good hygiene routines keep them healthy. For example, they understand how the use and disposal of tissues and thorough handwashing can reduce the spread of colds and flu. Children learn about the benefits of physical exercise and a healthy diet. The pre-school's outdoor play area is situated in the centre of the village and helps children to gain an excellent awareness of their local community. Staff also provide attractive resources and displays to reflect diversity and help children to learn about the similarities and differences between themselves and others.

### Outcomes for children are good

Children make good progress and acquire a range of skills which will help them with their next move, including school. They are very well motivated and actively seek out new learning opportunities independently. Older children learn to recognise and write their names and those of their friends. Young children enjoy making marks. They understand that they can write for a purpose, such as writing letters to Santa. Children develop a lively interest in stories and reading. They use their imaginations to create their own stories and suggest traditional openings, such as, 'One day?'. Children behave well.

## Setting details

<b>Unique reference number</b>	EY398652
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1094029
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Louise Andrea Webster
<b>Registered person unique reference number</b>	RP902957
<b>Date of previous inspection</b>	5 June 2015
<b>Telephone number</b>	07806639045

Wanlip Pre-School registered in 2009. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12.55pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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