

William Farr Pre School Ltd



Welton St. Marys Church of England Primary Academy, School Drive, Welton,
Lincoln, LN2 3LA

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| Inspection date | 28 March 2018 |
| Previous inspection date | 18 November 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 work together well as a team. They play alongside children and identify through observations and assessment what children need to learn next. Children make good progress in their learning and development.
- The manager monitors the progress made by all children. She uses this information to support staff to promote children's good development. This also helps her to provide more opportunities for children to extend their mathematical skills.
- Children arrive confidently and separate from parents with ease. They demonstrate positive relationships with staff and show that they are emotionally secure.
- Staff provide a good level of support for children who have special educational needs and/or disabilities. They work with other professionals and parents. Targeted plans are developed to support children's individual needs.
- Children enjoy their time outdoors. They catch and throw balls to staff and children balance on wooden planks. This helps them to develop their balance and coordination.

It is not yet outstanding because:

- The supervision and support for staff, is not yet embedded enough to evaluate and enhance teaching skills to a higher level.
- The manager has not fully considered ways in which parents can contribute to the self-evaluation to help identify further improvements to the pre-school.

What the setting needs to do to improve further

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

- evaluate and enhance teaching skills more precisely, to further improve learning outcomes for children
- strengthen opportunities for parents to contribute their views to the self-evaluation of the pre-school.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well with local schools. Information is exchanged regarding children's learning and development to support consistency. The manager speaks to teachers at the school to help support children to learn skills in readiness for their move. Staff also take children to visit the school prior to starting, to help them to become familiar with the environment. Safeguarding is effective. Staff complete child protection training and know their responsibilities to keep children safe. They provide a stimulating environment for children where they demonstrate that they feel safe and secure. Staff promote children's safety well when they arrive and depart from the setting.

Quality of teaching, learning and assessment is good

Staff know the children well and demonstrate consistently strong teaching. They find out information from parents about children's prior learning when they start and use this to plan for their good progress. Staff skilfully question children, helping them to compare the size of objects. They ask children to count the number of girls and boys present and children say that there are more boys. This helps children to develop their mathematical skills. Staff help children to learn about diversity. Children recognise the meaning of sign language that staff use when they say good morning to everyone. Staff provide plenty of opportunities for children to look at books and to listen to stories. Children identify rhyming words, helping them to extend their literacy skills. Staff support parents with their children's development at home. For example, they spend additional funding to provide children and parents with reading books to take home.

Personal development, behaviour and welfare are good

Staff encourage children to be independent. They provide opportunities for children to dress and undress themselves for physical activities outdoors. Children behave well. Staff ask them to share and take turns with other children when they pour cornflour onto a tray. Staff give children plenty of praise and encouragement, helping children know what is expected of them. They offer children a range of healthy snacks and children have opportunities to help staff grow vegetables. Children enjoy baking activities where they learn how food is made. Staff help children to have a sense of responsibility. For example, they allocate a child to be a special helper each day and give them tasks to complete, such as counting the number of children present and preparing the snack table.

Outcomes for children are good

Children are motivated to learn. They make good progress from their starting points in learning. Children learn key skills in readiness for future learning. They complete simple computer programmes and learn about technology. Children are very sociable and enjoy playing with others. They explore through their senses when, for example, they mix together cornflour and water and confidently tell staff 'it is like a rock'.

Setting details

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|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY295032 |
| Local authority | Lincolnshire |
| Inspection number | 1104263 |
| 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 | 22 |
| Number of children on roll | 34 |
| Name of registered person | William Farr Pre-School Playgroup Limited |
| Registered person unique reference number | RP904167 |
| Date of previous inspection | 18 November 2014 |
| Telephone number | 07759 937556 |

William Farr Pre School Ltd registered in 2004. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens during term time only. Sessions are from 9am until 3.30pm, Monday to Thursday and from 9am until midday on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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