

# Wollaton Park Preschool

Kingswood Church Hall, Lambourne Drive, Nottingham, NG8 1GR



## Inspection date

18 April 2018

Previous inspection date

14 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 management team has significantly improved the pre-school since the last inspection. Managers have successfully met the actions raised at the previous inspection and demonstrate a good drive and commitment to continue with improvements.
- Children and their parents are warmly welcomed into the pre-school. Children settle quickly, are happy, confident and secure. They develop strong bonds with staff and each other. Staff know children very well and provide a rich and stimulating environment that reflects their needs and interests.
- Managers and staff have established effective partnerships with others. For example, they link with other professionals, settings, and local schools. They share information to effectively promote continuity in children's learning and care.
- Well-qualified staff know children well and understand how they learn and develop. Each child's learning needs are individually planned for, and their key person closely monitors their learning. All children, including those who are learning English as an additional language, make good progress from their starting points.

### It is not yet outstanding because:

- Leaders have not yet fully embedded ways to identify and compare the progress of different groups of children to help accelerate their progress even further.
- Systems for monitoring staff's teaching skills are not fully effective in supporting staff to achieve the highest quality of teaching.

## What the setting needs to do to improve further

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

- build on the monitoring of children's learning, to identify and compare the progress of groups of children, and ways to accelerate their progress to an outstanding rate
- strengthen arrangements for monitoring staff's teaching skills, to further support the professional development of staff to help reach the highest levels of teaching.

### Inspection activities

- The inspector viewed the indoor and outdoor environments.
- The inspector observed staff interactions with children and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments, staff suitability checks and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about how to protect children and the course of action to take if they have concerns about a child's welfare. Risk assessments are thorough and all staff understand how to keep children safe. The manager has developed robust vetting and induction procedures to ensure that children are cared for by suitable adults. She holds regular meetings with all members of staff. This enables them to discuss their training needs, their key children and anything that may concern them. The manager checks staff's ongoing suitability to do their job and has started to observe staff practice. This helps to ensure teaching has a positive impact on all children's learning. Managers and staff consistently reflect on the service provided and seek the views of parents and children to drive further improvements. Parents are extremely confident and happy with the pre-school and feel well informed about how their children are progressing.

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

Staff interact purposefully. They get down to the children's level and join in with their play, providing support when required. Staff place a high priority on enhancing children's communication and language skills. For instance, staff model language well to all children, including those learning English as an additional language, to encourage their communication skills. Younger children enjoy a range of sensory experiences. For example, they explore different textures. Children are excited as they find a worm in the garden. One child holds it and another child says, 'He has no legs, he crawls round on his tummy.' They put the worm back in the garden and watch while it buries down into the soil. Children enjoy washing the dolls and then they decide to wash the dinosaurs.

### Personal development, behaviour and welfare are good

Children enter the pre-school happily and immediately start to explore and play. The environment is attractive, with a wide range of activities and resources that children can readily access. Children behave well and are respectful and considerate to each other. Staff provide consistent support and offer high levels of praise and encouragement so that children understand expectations and are proud of their achievements. Children have good opportunities to play outside. They enjoy being physically active, helping to develop their coordination skills. Staff help to promote children's good health. They provide snacks which include fresh fruit.

### Outcomes for children are good

Children develop early mathematical skills and gain an understanding and enjoyment of books, supporting their early reading skills. They develop their curiosity, for example, as they explore paints and mix them together to change the colour. Older children become engrossed in activities supporting their imaginations. For example, they have fun making pretend mud pancakes in the mud kitchen. Children gain good abilities to support their future learning.

## Setting details

<b>Unique reference number</b>	254678
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1120427
<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>	35
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Wollaton Park Preschool Committee
<b>Registered person unique reference number</b>	RP522256
<b>Date of previous inspection</b>	14 December 2017
<b>Telephone number</b>	0115 8376420

Wollaton Park Preschool registered in 1969. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 4. The pre-school opens Monday to Friday from 8.15am to 3pm during term time only. They provide funded early education for two-, three- and four-year-old children.

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