

Weston-Under-Fives Pre-School



Village Hall, Main Street, Weston On Trent, Derbyshire, DE72 2BL

Inspection date	5 July 2018
Previous inspection date	29 April 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 environment is well organised to help the youngest children to manage tasks with superb levels of independence, such as pouring drinks, choosing healthy foods and washing their hands. This stands them in good stead for their eventual move on to school.
- Self-evaluation is accurate. The manager seeks feedback from staff, parents and the local authority to make well-planned improvements. For example, she has improved the tracking of children's development.
- Staff work well with the school, when children are ready to move on. They share an online system for assessing children's development. This helps parents to continue to receive information about their child's development in the same way when they move to school. Staff pass information to the school about children's learning when they start.
- Children develop a good understanding of their local community. Staff take children on outings regularly. For example, they visit a care home where children enjoy spending time with the elderly.

It is not yet outstanding because:

- The manager has not developed fully successful partnerships with other settings that children attend to ensure a consistent approach to their learning and development.
- The manager does not fully compare the progress made by different groups of children to ensure they achieve at the highest levels.

What the setting needs to do to improve further

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

- develop partnerships with other early years settings that children attend to promote a consistent approach to their learning and development
- build on the arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest levels.

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 observed a planned activity and then evaluated this with the pre-school manager.
- The inspector sampled a range of documentation, including records to show the progress children are making, staff files, safeguarding reports and evidence of the suitability of staff.
- The inspector spoke with staff and children during the inspection at appropriate times. She sampled the planning of activities and discussed this with staff.
- The inspector spoke with a number of parents and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Training and discussions about safeguarding issues are prioritised by the manager. Staff and volunteers are alert to the different indicators that suggest a child may be suffering from harm. Staff know which agencies they need to refer concerns to, including any worries about the conduct of a colleague. Staff are supported well and have good opportunities to review their practice. Together with the manager, they identify their professional development needs and plan training to enhance and strengthen their skills and practice. Partnerships with parents are strong. Staff encourage parents to contribute to children's assessments and value their input. Parents speak highly of the nurturing staff.

Quality of teaching, learning and assessment is good

Teaching is good and some elements are outstanding. Staff use effective teaching to help close gaps in children's development. For example, they implement one-to-one sessions alongside specific daily targets for children who may need additional support. Staff interact with children positively and involve themselves in their play. They talk to children, ask questions and encourage them to share their thoughts, helping to build on their language skills. Children are confident communicators. Staff encourage children to develop their problem-solving skills, such as to measure quantity. Children pour water down drain pipes to fill up different sized containers. They are excited to see whose container can fill up the quickest. Children demonstrate good mathematical skills.

Personal development, behaviour and welfare are good

Children have a highly nurturing settling-in experience and develop an excellent bond with their key person. Staff are highly skilled in motivating children to behave exceptionally well. They focus on providing children with clear and consistent messages about how to play safely and kindly together. For example, they provide tools, such as egg timers to help and encourage children to manage their own conflicts. Staff are kind, friendly and welcoming. They ensure children's similarities and differences are celebrated and valued. Children develop a good understanding of personal safety. They learn how to keep themselves safe when at the beach and how to cross roads safely.

Outcomes for children are good

Children grow in confidence and gain strong social skills. They are active and confident learners, who independently initiate their own play. Children gain excellent listening and attention skills as they play with the musical instruments. They provide instructions to their peers such as, 'Shake it quietly', which encourages them to listen to one another carefully. All children are prepared with the key skills they need for the next stage in their learning, including starting school.

Setting details

Unique reference number	206903
Local authority	Derbyshire
Inspection number	1089947
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	11
Name of registered person	Weston Under 5's Committee
Registered person unique reference number	RP522176
Date of previous inspection	29 April 2015
Telephone number	07786751230

Weston-Under-Fives Pre-School registered in 1971. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The manager also holds a foundation degree in Special Educational needs. The pre-school opens on Monday, Wednesday and Friday, during term time only. Sessions are from 9.15am until 1.15pm on Monday and Wednesday and from 9.15am until 3.15pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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