

Worthington Pre-School

Worthington Primary School, Main Street, Worthington, Ashby de la Zouch, Leicestershire LE65 1RQ



Inspection date	13 September 2018
Previous inspection date	5 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Since the last inspection, the pre-school committee have taken advice and acted swiftly to equip themselves with the skills and knowledge to drive improvement. The new manager has worked closely with them to focus on the action required to provide good-quality provision. For example, they have introduced systems, which provide strong supervision and professional development for staff to help children to make good progress in their learning and development.
- The manager places a strong emphasis on working in partnership with parents. She has introduced a number of measures to promote two-way communication and enable parents to become more involved in their children's learning and development. Parents regularly contribute to their children's learning records.
- Children benefit from an exceptionally wide range of outdoor opportunities. Staff skilfully support their growing independence and curiosity as they explore the natural world around them.
- Staff place children's interests and ideas at the centre of their planning. They work very hard to encourage children to share their views and use these effectively to develop provision. The creation of a 'dinosaur swamp', which captivates children's imaginations is one such example.
- Children enjoy many exciting opportunities to develop their early writing skills. They follow the example set by staff in using writing throughout the day. For example, they take clipboards to record their observations and use the diary in the role-play hairdresser's shop to 'make appointments'.

It is not yet outstanding because:

- Occasionally, the organisation of large-group activities interrupts the learning of other children.
- Staff have not fully considered how they can promote younger children's listening skills during some activities and routines.

What the setting needs to do to improve further

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

- review the organisation of large-group activities that fully support all children's learning
- strengthen opportunities to develop younger children's listening skills even further and engage them fully in activities and 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 pre-school manager.
- The inspector held a meeting with members of the pre-school's committee and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Millward

Inspection findings

Effectiveness of leadership and management is good

The pre-school committee and manager have established effective systems to evaluate the quality of their provision. They take account of the views of children, staff, parents and other professionals and identify clear areas for further development. For example, they have reviewed the ways in which they track and share information about children's progress. The arrangements for safeguarding are effective. Robust recruitment and training procedures ensure staff are suitable to work with children and that they understand their responsibilities to keep children safe. Staff are vigilant and regularly carry out checks which ensure children can play safely outdoors and on visits. The manager has established effective systems to monitor the learning progress of individual and groups of children. She works with the local school to share information about early years learning and this helps with children's transition to school.

Quality of teaching, learning and assessment is good

Staff have received good support to improve the accuracy of their observations and assessments of children's learning. They skilfully use the information they collect to plan challenging next steps in all areas of learning. Staff focus strongly on developing children's imaginative and creative play. They provide interesting resources, which children use in a variety of ways. For example, children work together to plan buildings and obstacle courses using materials, such as crates, reels, wood and tyres. Children receive good support to develop early reading skills. They delight in sharing interactive books together and learn how books provide information. For example, they use hair magazines in their role play to show staff how they aim to style their hair.

Personal development, behaviour and welfare are good

Staff provide a very warm and welcoming environment for children and their parents. New children settle very quickly. Children freely choose to play indoors or outdoors and confidently transfer resources between areas to enhance their play, such as taking sand and water to 'cook' in the outdoor kitchen. Snack and lunch times help children to develop their social skills and learn about the benefits of a healthy diet. Staff and children eat together and enjoy lively conversations about their families and interests. Children gain a sense of belonging and are very keen to help staff clear away, sweep the floor and rearrange furniture for the afternoon activities. The extensive outdoor space helps children to develop their large-muscle skills. They enthusiastically run, cycle and climb.

Outcomes for children are good

Children make good progress and gain skills, which will help them in their future learning, including at school. They are keen learners who confidently explore their surroundings. Children enjoy sharing their play and learning with others and value the contributions and suggestions that other children make during games and activities. They behave well. Children learn to play safely and to assess risks and make decisions for themselves. For example, as they climb and jump from crates and reels. Children enjoy making marks with crayons and chinks. They are thrilled to see the outlines of their bodies in chalk on the playground and write their names proudly beside them.

Setting details

Unique reference number	EY222181
Local authority	Leicestershire
Inspection number	10077382
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	20
Name of registered person	Worthington Pre-School Group Committee
Registered person unique reference number	RP909612
Date of previous inspection	5 October 2017
Telephone number	07494409274

Worthington Pre-School registered in 2002. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens Monday to Thursday during school term time, from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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