

Watlington Preschool

22 Rectory Lane, Watlington, Kings Lynn, Norfolk PE33 0HU



Inspection date	9 October 2018
Previous inspection date	27 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The leadership and management of the pre-school are strong. They are highly committed to the continued development of the pre-school and have a clear vision for the future. Recent improvements, such as the installation of a canopy, significantly enhance children's opportunities to play and learn outdoors throughout the year.
- The well-qualified and dedicated staff team is enthusiastic and welcoming in its nature. Staff's genuine interest in the children they care for helps children to establish bonds quickly. Children are happy, confident and clearly enjoy their time in the pre-school.
- Staff get to know the children very well. Rich learning takes place as staff prepare and provide stimulating and imaginative activities that ignite children's interest. Children are highly motivated, keen to explore and eager to learn.
- Partnerships with parents are strong and have a very positive impact on children's learning and development. Staff keep parents well informed about how children are progressing and provide ideas about how to support further their children's learning at home. Parents speak highly of the care their children receive and how well staff support families.
- Staff are excellent role models. They consistently model good manners and offer positive praise and encouragement to children. Children's behaviour is very good. They play well together, form secure friendships with their peers and show care and concern for others.

It is not yet outstanding because:

- Staff do not gather detailed information about children's prior learning to enhance individualised and well-focused plans for their learning on entry to the pre-school.
- Staff do not consistently encourage children to develop their thinking skills and express their own thoughts and ideas.

What the setting needs to do to improve further

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

- gather more precise information from parents about children's prior achievements at home so that highly focused plans for their learning can be implemented at the earliest opportunity
- enhance staff's understanding of effective questioning techniques to help children to develop their thinking skills and express their thoughts and opinions.

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 a number of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

The manager monitors staff's performance effectively and training needs are identified well to help maintain the good standards of care and teaching. The well-established staff team evaluates practice regularly and implements positive changes to help improve the outcomes for children. Safeguarding is effective. The whole team prioritises training and discussion about safeguarding issues. This helps staff to remain alert to the different indicators that suggest a child might be suffering from harm. Managers follow effective recruitment and induction systems to ensure that staff are suitable to work with children. Risk assessments and staff's close supervision ensure that children play and learn in a safe environment. The manager and staff monitor children's progress to identify and target any emerging gaps in learning. When necessary, they work closely with other professionals, as well as parents, to ensure that all children make good progress.

Quality of teaching, learning and assessment is good

Staff regularly observe children and make accurate assessments of their development. They use this information well to shape children's learning experiences. Staff are very attentive, they engage well with children and coach and guide their play. Children show high levels of interest as they search for insects in the garden and are curious to learn about the ants they find. Staff support children's communication and language development well. They join children in their play, model language and extend children's vocabulary. Staff weave mathematics into children's activities. They encourage children to count, recognise numbers, compare size and shape and match colours with increasing confidence. Children demonstrate interest in technology, take photographs of things that interest them and are helped to upload and view these on the computer. They play with natural materials and explore seasonal changes in plants and trees. For example, they discuss the autumn colours of fallen leaves collected in the garden.

Personal development, behaviour and welfare are good

Staff create a child-centred and nurturing learning environment where all children flourish. Children actively explore their surroundings, choosing what they would like to do next. They imaginatively use role-play resources and work cooperatively with friends to create their pretend restaurant. Staff promote healthy lifestyles well. They engage children in a short exercise session after registration and provide lots of opportunities for them to develop their muscles and enjoy physical challenges in the garden. Children have good opportunities to take part in a variety of events and celebrations, which gives them a wider understanding of the world. Very effective relationships are in place with the adjacent school to support children as they move on in their education.

Outcomes for children are good

Children develop the key skills that prepare them for school. They become confident, independent learners and mix well with others. Children gain good early literacy skills. For example, they recognise their own name, give meaning to the marks that they make with chalks and show increasing dexterity in handling tools. Children concentrate and persevere well during activities, such as threading or placing straws in small holes. They independently manage hygiene routines and self-care skills.

Setting details

Unique reference number	EY433017
Local authority	Norfolk
Inspection number	10059381
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	51
Name of registered person	Watlington Pre-School Limited
Registered person unique reference number	RP901923
Date of previous inspection	27 April 2015
Telephone number	01553 811035

Watlington Preschool re-registered in 2011 and is committee run. It employs seven members of staff, all of whom hold appropriate qualifications to at least level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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