

# Powick Preschool

Powick Parish Hall, Malvern Road, Powick, Worcestershire WR2 4RT



<b>Inspection date</b>	26 October 2018
Previous inspection date	17 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The experienced and dedicated manager works closely with the committee to ensure the smooth running of the pre-school.
- Overall, staff provide an interesting range of activities, indoors and outdoors to capture children's curiosity and to help them make good progress from their starting points.
- The quality of teaching is good and staff use a creative range of strategies to promote children's communication and listening and attention skills.
- Partnership with parents is strong and there are good strategies in place to support parents to help their children learn at home and close any gaps in their learning.
- Staff place a key priority on promoting children's emotional well-being and build close relationships with new children to help them settle quickly.
- Staff work closely with other professionals and agencies working with children and their families to promote their welfare and education.

### It is not yet outstanding because:

- The manager and staff do not meticulously use information from children's assessments to help provide highly challenging activities.
- Staff do not consistently provide a rich range of activities to help extend children's learning even further in exploring rhythm, number recognition and early calculation.

## What the setting needs to do to improve further

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

- use very precisely children's assessment information to help all children to undertake highly challenging activities to help them make the best possible progress
- provide a rich range of activities to extend even further children's learning in rhythm, rhyme, number recognition and early calculation.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and chair of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector took account of the views of parents.

**Inspector**  
Parm Sansoyer

## Inspection findings

### Effectiveness of leadership and management is good

The manager works directly with children and the staff team, is in a good position to observe staff practice and helps to support staff to build on the good practice already achieved. Staff also benefit from targeted training and staff supervision sessions. The manager encourages staff to reflect on their practice. Good progress has been made since the last inspection and there is a clear action plan in place to develop practice even further. Arrangements for safeguarding are effective. There are robust vetting systems in place to ensure staff and committee members are suitable. Staff have a clear understanding of child protection issues and the procedure to follow if they have a concern about a child. Parents report high levels of satisfaction. Parents appreciate the guidance and support they receive from staff on issues, such as managing their children's behaviour and potty training.

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

Staff know children well and plan activities based around children's interests and use a range of interesting topics. Staff often use children's favourite books to promote their learning. For example, staff skilfully use the current book to encourage children to sequence the story and to think about similarities, differences and shapes. Staff use the outdoor area and the forest school sessions well to help children to be creative and imaginative. For example, staff encourage children to follow a map to find the treasure and they closely observe seasonal changes. Staff skilfully use morning registration to welcome all children and to promote their speaking and listening skills.

### Personal development, behaviour and welfare are good

Staff place a strong focus on listening to children and valuing their ideas and opinions. For example, the outdoor area has been renovated and children's ideas and requests successfully incorporated. Staff place a strong focus on teaching children about the rules in place for their safety and support them well to take controlled risks as they play. Staff work well with parents to teach children about road, sun and fire safety. Children have ample opportunities to be outdoors in the fresh air and also benefit indoor physical education sessions to extend their physical skills. Children learn exercise is good for their bodies and which foods are healthy and nutritious as they help to bake. Staff place a good focus on teaching children about their own and others' families, homes and pets and to respect these differences.

### Outcomes for children are good

All children, including those receiving additional funding, make good progress and are well prepared for school. Children show a keen interest in the natural world. For example, children learn about the life cycle of the butterfly and frog and about the solar system and enjoy caring for the herbs, potatoes and carrots. Children enjoy sorting, matching and recognising colours as they play. Children learn to create, join and assemble with a range of materials. For example, children busily use paper cone cups, toilet rolls, straws and wool to make their creations. Children show an interest in making marks with a range of writing materials and learn to recognise their names.

## Setting details

<b>Unique reference number</b>	205277
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10079516
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Powick Pre-School Committee
<b>Registered person unique reference number</b>	RP910499
<b>Date of previous inspection</b>	17 November 2017
<b>Telephone number</b>	07748 604346

Powick Preschool registered in 1992. The pre-school is situated in Powick, Worcestershire. The pre-school opens Monday to Friday, term time only from 9am until 3pm. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one is unqualified.

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