

Welton Preschool

William Farr School, Lincoln Road, Welton, Lincoln, Lincolnshire LN2 3JB



Inspection date	7 December 2018
Previous inspection date	11 November 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

This provision is good

- Staff provide a wealth of opportunities for children to learn about their local community. They take them for visits to the local church for a Christingle service and to the local post office, stables and library. Children make good progress in their learning.
- Staff use effective strategies, such as engaging children in the daily welcome song, to create an inclusive environment and help children to develop their social skills. Children form secure relationships with others.
- Staff use effective methods, such as newsletters, to provide opportunities for parents to find out what their children are learning. Parents access their children's observations on an electronic program.
- Children with special educational needs and/or disabilities are supported well by staff. The special educational needs coordinator works very effectively with parents and other professionals to find ways of providing support for children's individual needs.
- Children behave very well. They demonstrate an excellent understanding of the rules and boundaries in the pre-school. Staff encourage them to share and take turns.
- Staff do not consistently gather information from parents about children's prior achievements and abilities when they first start.
- The manager does not help staff to focus meticulously on their professional development to help them enhance the support they give children and to help them to make the highest levels of achievement.

What the setting needs to do to improve further

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

- gather more information from all parents regarding children's achievements and abilities on entry, to help staff plan more precisely for children's learning
- strengthen plans for professional development to sharpen the focus on improving teaching to the highest level.

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 several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend child protection training. They know the signs that may suggest a child is at significant risk of harm. Staff use risk assessments to help them provide a safe environment for children and identified hazards are removed prior to children arriving. Staff develop strong links with other early years settings and schools that children move on to. Staff gather and share information about children's learning and development to complement the learning children receive elsewhere. The manager and staff make improvements to the pre-school that have a positive impact on experiences children receive. They involve parents in making alterations to the outdoor environment. Staff attend supervision meetings with the manager to help them to reflect on their practice.

Quality of teaching, learning and assessment is good

Staff use the information from their accurate observations and assessments to help to build on what children already know. Staff encourage children to develop their mathematical skills. They ask them to count the number of sides on a square and provide them with different shapes to draw around. Staff offer children focused group times that help children to make good progress in their learning. They differentiate their teaching skills, depending on the ages of the children. Staff offer younger children opportunities to develop their senses through play, for example, to explore the texture of foam on their hands. Parents are highly complimentary about the setting and comment that they have seen a visible improvement in their children's development since attending the pre-school.

Personal development, behaviour and welfare are good

Children arrive happy and know the routine of the day. They hang their belongings on pegs, put on their slippers and place their snack on allocated cards that show their name. Children have a strong sense of belonging in the pre-school and demonstrate their independence. They have very positive relationships with staff and enjoy playing alongside them. Children confidently talk about their interests and demonstrate that they feel safe and secure. Staff help children to learn about how to keep themselves safe when they walk in the street. When they visit interesting places in the community, staff talk to children about road safety. Staff provide opportunities for children to develop their understanding further through role-play experiences outdoors. Staff's organisation of settling-in sessions is very effective and they meet the individual needs of the children, helping them to feel emotionally secure.

Outcomes for children are good

Children make good progress in their learning. They develop skills for future learning and for their eventual move on to school. Children demonstrate good listening skills and follow instructions. For example, when staff ring a bell, children stop what they are doing, wiggle their fingers and wait for instructions. Children develop their physical skills. They hang baubles and tinsel on a Christmas tree and reach up high to try to put a star on the top. Outdoors, children thoroughly enjoy jumping in puddles. They use hand whisks to make the water move, showing good hand-to-eye coordination.

Setting details

Unique reference number	253559
Local authority	Lincolnshire
Inspection number	10064626
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	18
Number of children on roll	28
Name of registered person	Welton Pre-School Committee
Registered person unique reference number	RP905301
Date of previous inspection	11 November 2015
Telephone number	01673860077

Welton Preschool registered in 1997 and is located in Welton, Lincoln. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 7.30am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

