

North Wraxall Pre-School Playgroup

Community Hall, North Wraxall, CHIPPENHAM, Wiltshire SN14 7AF



Inspection date	11 March 2019
Previous inspection date	10 May 2018

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

This provision is good

- Staff have clear training plans in place and have undertaken professional development opportunities that have improved the quality of teaching and outcomes for children. For example, training in using signing has helped improve how children communicate, particularly those who have additional needs.
- Staff use the children's interests well to plan a range of interesting activities that they are keen to participate in. The manager and staff monitor children's progress appropriately and seek additional support when they identify gaps in learning. All children make good progress in relation to their starting points and those children who are below expected levels of development are helped to catch up.
- Children's behaviour is good. Staff are good role models and treat one another and the children with respect. Children play together cooperatively and learn to share and take turns. Staff work closely with parents to offer consistency in managing any developmental behavioural issues.
- Children have good opportunities to play outside in the fresh air and take part in physical exercise. For example, they enjoy balancing on logs, rolling down hills, running around the garden and riding tricycles.
- Parents report that they receive regular feedback about their child's progress and feel involved in their children's learning. They share children's achievements and receive ideas about how to promote their child's development at home. Parents work together with staff to support children's all-round development.
- At times, staff do not encourage children to think about and solve their own problems, before offering them a solution.
- Although key persons know their children's next steps in learning, these are not closely linked to planning to enable all adults to fully promote these during children's free play.

What the setting needs to do to improve further

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

- create more opportunities for children to think about how they may solve problems for themselves
- review planning so that all staff are aware of and can fully promote children's next steps during free play.

Inspection activities

- The inspector observed staff's interactions with the children, indoors and outdoors, and assessed the impact of these on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager and together they evaluated the quality of teaching.
- The inspector sampled a range of documentation, including children's records, policies and staff suitability checks, qualifications and training certificates.
- The inspector spoke to several parents and took account of their views.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of leadership and management is good

The recently appointed manager has worked very hard with the local authority, the provider and staff to improve the quality of the pre-school. For example, she has appointed a member of staff who has taken responsibility for liaising with other settings children attend and local schools they will move on to. This promotes a shared approach to children's learning and helps prepare them for their move to school. The manager uses self-evaluation well to identify clear priorities for improvement. For example, she is continuing to improve children's assessments and how staff plan for their next steps, to make these even more precise. The manager has checked the progress children make in specific areas of learning. She found a gap in mathematics and delivered staff training. Staff's teaching of mathematics has improved and this has had a positive impact on children's mathematical development. Safeguarding is effective. Recruitment procedures are effective in checking staff's suitability. Staff maintain detailed records and liaise with the relevant agencies when concerned about children's welfare.

Quality of teaching, learning and assessment is good

Staff support children's learning well, overall. They promote children's language, for example by asking useful questions, offering a narrative during children's play and repeating what children say correctly. During sensory play staff model new words to increase children's vocabulary, such as 'compact' and 'fragile'. Staff engage with children as they use their imaginations to develop their storylines and the use of additional resources further. They listen to and respect what children want to do, for example by allowing them to choose songs and stories at group time.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure. They form good relationships with the staff and friendships with the other children. Children learn about the importance of staying safe. They talk about and contribute to the rules, for example not going over the silver line without telling an adult. They can take suitable risks, such as when rolling down hills and jumping off logs. Children learn about healthy lifestyles, for example the importance of making healthy food choices, and they are eager to play outside in the fresh air. Staff help children learn to respect one another's backgrounds. For example, when children speak other languages they are encouraged to help everyone learn some of their special words.

Outcomes for children are good

Children are happy, sociable and engaged in their play. They concentrate well during large-group activities and take turns in conversations. Children show that they enjoy favourite books and have plenty of opportunities to develop their early writing skills. For example, one child holds a book and reads to another child while they are lying on the floor in the book corner. Children freely use mathematical language, for example when they say they 'can't carry the bucket because it is heavy'. They develop self-care skills, such as putting on their coats and boots. They develop key skills that will aid them for their eventual move to school.

Setting details

Unique reference number	199393
Local authority	Wiltshire
Inspection number	10084944
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	29
Name of registered person	North Wraxall Pre-school Playgroup Committee
Registered person unique reference number	RP901867
Date of previous inspection	10 May 2018
Telephone number	01225 891 550

North Wraxall Pre-School Playgroup registered in 1969. It opens from 9am to 4pm Monday to Thursday, and from 9am to 3pm on Friday, during term time only. The pre-school receives funding for the provision of free early education for children aged three and four years. Five members of staff work directly with the children. Of these, two hold qualified teacher status and two hold relevant early years qualifications at level 6.

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