

Worlingham Pre-School

Garden Lane, Worlingham, Beccles, Suffolk NR34 7SB



Inspection date	7 March 2019
Previous inspection date	19 January 2016

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

- The manager leads her staff to work well as a team. They implement the daily routines, policies and procedures of the pre-school effectively and act as positive role models for children.
- Staff read books in an interactive way. They use props and involve children in telling the story. Staff encourage children to think about what might happen next. This helps to support children's understanding of sequences and builds their early literacy skills.
- Children are independent. They fetch themselves tissues and blow their noses without help. Older children confidently put their shoes on the correct feet and dress themselves in waterproof suits to play outside. They know when and how to wash their hands.
- Children demonstrate curiosity indoors and outdoors. They experiment with mud, explore what happens when they let go of a toy car at the top of the hill and experience the different textures of paint and bubbly water.
- Children develop confidence in making marks. Older children learn to form letters and begin writing key words, such as their own name. They use small notebooks and pencils in their play. For example, children make lists to 'go shopping' and write signs.
- Parents appreciate how staff support their children to settle and feel welcomed. They say they are kept informed about their child's progress and know how they can contribute to children's learning records.
- Although the management team monitor children's progress and staff performance, they do not make incisive use of this information in order to help sharply evaluate the pre-school and focus their improvement plans.
- Staff sometimes miss opportunities to explore mathematical concepts, for example distance or the properties of shapes, with children to extend their mathematical development further.

What the setting needs to do to improve further

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

- sharply focus the systems for self-evaluation and development planning to include information gathered from monitoring children's progress and staff performance
- increase the opportunities for children to explore and learn about mathematical concepts to extend their mathematical development further.

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 held a number of discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibilities to safeguard and protect children in their care. They know how to identify and report any concerns appropriately. The manager ensures staff keep mandatory training up to date as well as attending courses to support their practice. Staff build strong partnerships with parents. This helps to support children's learning between home and pre-school. For instance, staff provide each child with a book bag and set weekly home challenges where children find items starting with a particular letter or featuring a certain colour. The manager regularly considers feedback from parents and staff to identify changes she can make. For example, she introduced a set lunch to offer children a broad range of healthy foods that also met the food safety and allergy requirements of the whole pre-school.

Quality of teaching, learning and assessment is good

Staff know children well and use regular observations to assess each child's level of development. They use this knowledge to provide interesting activities and sensitive support to promote children's progress in all areas of learning. Staff engage children in playing musical instruments and encourage them to request their favourite nursery rhymes. They explore fast, slow, loud and quiet sounds. This helps to develop children's language and communication skills. Staff prompt children to explore different pattern rollers in paint. Children use their whole arm to move the large rollers across paint trays and paper. Children understand how to use the drying rack to place their paintings to dry. Staff encourage children to listen to different sounds during a sound bingo game. They talk about the sounds of everyday objects, vehicles and instruments. This supports children's listening and thinking skills. Staff provide children with time to ask questions and talk about their home experiences.

Personal development, behaviour and welfare are good

Children direct their own play and select which resources and toys they would like to play with next. For example, a small group of children choose a car garage and play a cooperative game where they race their cars from the top to the bottom. Children are well behaved and helpful. They tidy away equipment and resources, remembering where different objects belong. Staff praise their efforts and recognise their achievements. For instance, they note children's 'good answers and good listening' during group activities. Children understand the rules of pre-school. They know to walk indoors, use bicycles and trikes sensibly in the correct area and how to keep themselves safe on the climbing frame. Children use a diverse range of dolls to act out a story with their friends. They use different voices for each doll and explore emotions as they play. For example, the dolls 'lose' their pet dog and have to find it.

Outcomes for children are good

Children make good progress and learn key skills for their next stage in learning, such as school. They are motivated learners who delight in exploring the wide variety of resources and joining in with the activities on offer. Children enjoy the company of others and build friendships. They learn to take turns and to play fairly.

Setting details

Unique reference number	EY432335
Local authority	Suffolk
Inspection number	10074877
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	48
Name of registered person	Worlingham Pre-school Committee
Registered person unique reference number	RP520811
Date of previous inspection	19 January 2016
Telephone number	01502 712 115

Worlingham Pre-school registered in 2011 and is run by a voluntary committee. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and three hold qualifications at level 4 or above. The pre-school opens Monday to Friday from 8.55am until 3.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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