

Weedon Bec Pre-School

Weedon Bec Village Hall, West Street, Weedon NN7 4QU



Inspection date	27 March 2019
Previous inspection date	22 October 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

- The pre-school management team is ambitious. It supports the well-established staff to improve their knowledge. Managers have started to record staff practice using video cameras. They use this strategy to help staff reflect on the quality of their teaching. This helps motivate staff to improve areas of their practice well.
- Staff prepare children for starting school effectively. For example, they use the same resources as local schools to teach children how to read and write letters. This helps children to become familiar with learning they will experience at school. Staff work closely with parents to help ensure children can use the toilet independently by the time they start school.
- Staff inform parents regularly about their children's progress and activities. They support parents to extend their children's learning at home. For example, staff send home reading books that parents share with their children.
- Staff make accurate assessments of children's learning. They use this to help them to plan for children's future learning well. All children make good progress relative to their starting points.
- Staff are kind, caring and sensitive. They build secure relationships with children. Children demonstrate they are confident and gain good self-esteem.
- Staff do not make the most of opportunities to further extend younger children's speaking skills.
- Staff have not fully developed strong links with other settings that children attend to help provide the highest levels of continuity in children's care and learning.

What the setting needs to do to improve further

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

- focus teaching more precisely on supporting younger children to develop their speaking skills even further
- share detailed information more consistently with other settings that children attend to help to provide higher levels of continuity in children's care and learning.

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 completed a joint observation with a pre-school manager.
- The inspector held a meeting with both pre-school managers.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers update staff knowledge about safeguarding practices regularly. Staff know what action to take if they have a child protection concern. Managers have implemented effective recruitment arrangements. This ensures that staff are suitable for their role. Managers provide supervision meetings for staff that help to improve staff skills. They help staff to develop their qualification levels. Good levels of staff qualifications reflect in strong practice around planning for children's learning. Managers monitor children's progress well to help them close any gaps in their development. They reflect on the quality of the provision to put in place improvements. As a result of the most recent improvements, boys have strengthened their writing skills.

Quality of teaching, learning and assessment is good

Staff support older children's communication skills effectively. They explain unfamiliar words simply. This helps older children to use words accurately in conversations, such as 'dictionary' and 'enormous'. Staff provide a specific group activity that they call 'rising fives time'. This is planned to support the older children who are progressing on to school at the end of the summer term. They use these activities to deepen children's thinking and to extend their literacy and mathematical skills well. For example, staff help children record their measurements and observations of plants. Staff help two-year-old children to develop their physical and social skills effectively. They encourage them to learn to listen well. This helps younger children to sit together and enjoy stories. Staff ensure children can help themselves to a wide range of toys and resources. Children follow their own ideas and interests. Staff ensure that children who attend the out-of-school club engage well in their play.

Personal development, behaviour and welfare are good

Staff promote children's healthy lifestyles well. They teach children how to stay safe, such as when children use the slide. Staff initiate games that help children to develop their physical skills. For example, children enjoy learning to control a ball. Staff talk to children about their clear expectations for behaviour. For example, they remind children to use their 'walking feet' inside. Staff help children to develop their relationships with each other well. Children learn to share and take turns.

Outcomes for children are good

Children gain the key skills to prepare them for their next stage in learning and their move on to school. Managers ensure that children who are in receipt of additional funding strengthen any weaker areas in their learning well. Older children gain appropriate mathematical and literacy skills. They recognise their written names, such as when they find their own coat pegs. The most able children can match letters to initial sounds. They know that the words 'rabbit' and 'red' both start with the same initial sound. Older children recognise numbers and count accurately. All children develop a positive attitude towards learning. Children are beginning to respect the needs of others. Younger children are imaginative in their play, such as when they pretend to prepare meals using play dough.

Setting details

Unique reference number	220245
Local authority	Northamptonshire
Inspection number	10065139
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	51
Name of registered person	Weedon BEC Pre-school Committee
Registered person unique reference number	RP908420
Date of previous inspection	22 October 2015
Telephone number	07868782906

Weedon Bec Pre-School registered in 2000. It operates from Weedon Village Hall and opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The out-of-school provision operates from 7.30am until 9am and 3.20pm until 6pm. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

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