

Waddingham Preschool

The Jubilee Hall, The Green, Waddingham, Gainsborough, Lincolnshire
DN21 4SX



Inspection date	20 May 2019
Previous inspection date	28 June 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 and staff offer a very good level of support for children with special educational needs and/or disabilities (SEND). They work with other professionals and parents to promote children's individual needs. Some children with SEND exceed typical levels of development for their age.
- Committee members support the manager and staff in their practice. They invite staff to attend meetings to reflect on their practice. Staff extend their professional development. For example, they have attended training to deepen their understanding of how to encourage children to manage risks in their play outdoors.
- The manager and staff work closely with schools that children will attend. For example, they take children to attend special events at the school, such as sports days. Children become familiar with the school environment. Staff promote consistency in children's learning. They share information about children's development with school teachers when children move on to school.
- Staff are well qualified and skilled at promoting positive behaviour. For example, when children take part in a cooking activity, staff remind them to take turns with the resources. Staff sing songs with children that remind them to use good manners. Children are polite and behave well.
- Staff encourage children to develop their mathematical skills. For example, when children eat crackers at snack time, staff ask them if they would like a 'circle cracker' or a 'square cracker'. This helps children to develop their understanding of different shapes.
- Occasionally, staff do not carefully consider how to plan activities to ensure that younger children remain focused and engaged.
- Staff do not consistently use all opportunities to gain information from parents about children's learning at home, to inform their planning and assessments.

What the setting needs to do to improve further

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

- strengthen the support given to staff when they prepare activities, to help them consistently engage and encourage younger children to remain focused
- identify the best ways to gain information from parents about what children learn at home, to inform planning and assessments even 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held discussions with the pre-school manager and provider. She reviewed 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. The manager and staff's knowledge of child protection is up to date. They know the signs of abuse and where to report any concerns they have regarding children's safety and welfare. The manager and committee members evaluate the provision well. They make changes to the environment that provide more opportunities for all children to be independent. Staff speak daily with parents and share information about their children's learning and development. Parents comment positively about the pre-school. They say how much they enjoy looking at photographs of their children playing.

Quality of teaching, learning and assessment is good

Staff know children well. They observe children and identify what they need to learn next. Staff support children to develop their physical skills. For example, they hold on to younger children's hands as they walk along a drainpipe that is laid on the floor. Staff give older children space to do this on their own. Children develop their balance and coordination. Staff provide children with opportunities to develop their personal and social skills. For example, during group times, staff sing a welcome song that includes the names of all children. This helps children to build relationships with others. Staff promote children's communication and language skills well. For example, they ask children a good range of questions that help to develop their thinking skills.

Personal development, behaviour and welfare are good

Staff provide opportunities for children to learn about healthy foods. For example, children explore real vegetables in their play. Staff talk to children about the healthy snacks they offer them. Children help staff to water herbs in the garden, developing their understanding of how food grows. Staff promote children's safety when they play in hot weather. For example, they ensure that children wear hats and sun cream and keep hydrated. Staff ask children to carry out small tasks, such as encouraging them to help staff tidy away toys. This helps children to gain a sense of responsibility. Staff use a variety of ways to promote children's emotional development, particularly when they first start. For example, they offer settling-in sessions that help children to become familiar with staff and the environment. Children quickly settle, are confident and demonstrate that they are emotionally secure.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Children develop their creative skills when they explore nature. For example, they demonstrate their imaginative skills when they mix leaves with water to make 'cough mixture'. Children demonstrate their understanding of how to keep themselves safe. For example, they know not to pick nettles in the garden and use scissors safely to cut dough. Children demonstrate good listening skills and follow instructions. Older children talk confidently about their needs and wishes. They learn key skills in readiness for their move on to school.

Setting details

Unique reference number	253557
Local authority	Lincolnshire
Inspection number	10072684
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	24
Number of children on roll	9
Name of registered person	Waddingham Pre-School Committee
Registered person unique reference number	RP906885
Date of previous inspection	28 June 2016
Telephone number	07500395020

Waddingham Preschool registered in 1992 and is situated in Waddingham, Lincolnshire. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5 and two hold level 2. The pre-school opens on Monday, Wednesday and Friday during term time only. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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