

Wormley Pre-school

Wormley CE Primary, Cozens Lane East, Broxbourne, Hertfordshire EN10 6QA



Inspection date	18 June 2019
Previous inspection date	11 July 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

- Staff are kind, caring and respond positively to children. They provide a welcoming and supportive environment, and children demonstrate that they are happy, confident learners. They form strong bonds with staff and settle quickly at the pre-school.
- Staff place a high priority on developing children's speech and language skills. They engage children in conversation and give them time to express their thoughts and ideas. They ask questions to help children think, and encourage them to contribute to stories and songs.
- Staff develop very good relationships with parents. They regularly exchange information with them and keep them fully informed about their children's care and progress. They are supported to extend children's learning at home, which contributes to the good progress children make.
- Additional funding is used successfully to improve outcomes for individual children. For example, they have many opportunities to learn about the natural world. Staff help them to understand about growth and change, such as planting flowers in the garden and watching them grow.
- The pre-school has strong links with the host school. They share information with the teachers to promote continuity in care and learning. Children become familiar with the environment as they have the opportunity to play in the school grounds and take part in activities in the school hall. This supports them when they go to school.
- The supervision of staff is not regular enough to be a fully effective aid to monitoring, supporting and improving their practice.
- Staff do not have frequent opportunities to share their skills and reflect on their own and each other's practice.

What the setting needs to do to improve further

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

- extend the existing systems for supervision of staff to include evaluating and monitoring staff performance, in order to strengthen and build on the good practice already demonstrated
- increase the opportunities available for staff to share their skills and reflect on their own and each other's practice, to help to improve the good-quality teaching 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 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 parents during the inspection and took account of their views.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

The manager and staff work very well together, providing a stimulating and challenging learning environment. Safeguarding is effective. Staff are aware of their roles and responsibilities in keeping children safe. They have completed relevant training and know what action to take if they have concerns about a child's welfare. Rigorous recruitment and vetting procedures ensure staff are suitable to work with children. Staff complete robust risk assessments, indoors and outdoors, to promote children's safety and ensure that children play in areas that are safe and suitable. The manager and staff monitor children's progress closely so that they can identify and address any gaps in their development. They work with other professionals to help support children's individual needs and learning. Parents speak highly of the staff team and the very good care and teaching they provide.

Quality of teaching, learning and assessment is good

Staff provide many resources, such as crayons, chalks and paint, to help develop children's mark-making skills. For example, they excitedly 'paint' the fences with water and large brushes. Children extend their creativity and imagination in the cosy role-play areas. They love to play with the real-life items available. Staff plan a wide range of activities to enhance their sensory experiences. For example, they develop their small-muscle skills as they use different tools to break ice in order to retrieve toy dinosaurs which have been frozen inside. Children who speak English as an additional language are particularly well supported. Staff use sign language and picture cards to communicate with children who require extra support.

Personal development, behaviour and welfare are good

Staff are positive role models and encourage clear rules and boundaries to help manage children's behaviour. Children are thoughtful and kind, and behave well. Staff encourage them to show concern for others, such as taking part in charity events to help children less fortunate than themselves. Children spend time outdoors each day and confidently use a variety of different resources and equipment to enhance their physical development. They learn to climb and balance safely. All children thoroughly enjoy the weekly sports sessions, which help them to learn to cooperate, understand rules and develop good coordination. Staff ensure children follow good hygiene routines and eat healthy snacks. Children are supported to manage their own self-care needs and be confident to ask for assistance if they need it.

Outcomes for children are good

Children are challenged, motivated to learn and make very good progress in their learning and development. They enjoy looking at books and pointing to familiar objects, developing their early language skills. Children are encouraged to listen, understand and become confident talkers. They use a wide range of resources to build their writing skills, indoors and outdoors. Children learn about number, shape and size through daily activities, such as puzzles and singing number rhymes. They develop good social skills as they play and interact with their friends. All children acquire useful skills for future learning, including their eventual move on to school.

Setting details

Unique reference number	EY434778
Local authority	Hertfordshire
Inspection number	10074933
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	30
Number of children on roll	61
Name of registered person	Wormley Pre-school Committee
Registered person unique reference number	RP902116
Date of previous inspection	11 July 2016
Telephone number	01992 303 331

Wormley Pre-school registered in 2011. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 2 or above. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am until midday and from midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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