

Walford Pre-School

Walford Village Hall, Walford, Ross-On-Wye, Herefordshire HR9 5QS



Inspection date	16 July 2019
Previous inspection date	20 October 2014

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 highly qualified manager is enthusiastic and fully understands her key roles and responsibilities. The manager and staff have an in-depth understanding of safeguarding legislation. This helps to promote children's learning, safety and welfare at a continually good level.
- The pre-school environment is inviting and well resourced. Staff consider children's individual interests and needs during activities. They provide children with exciting play opportunities that promote different areas of learning. Children are keen to play and explore. They have fun and enjoy attending.
- Recently, managers and staff have developed the outdoor environment to support children who prefer to learn outside more effectively. Staff have introduced more resources into the environment, such as a music wall, planting area and mud kitchen, to encourage children's imaginary and exploratory play.
- Staff are positive role models. They teach children to be kind, caring and polite. They provide opportunities for children to learn about different cultures and beliefs. This supports children to value the importance of celebrating one another's differences.
- Staff work effectively with professionals and external agencies. The support for children with special educational needs and/or disabilities (SEND) is good. The pre-school has strong links with local schools. All children make good progress from their starting points.
- Parents speak highly of the staff and pre-school and receive regular information about their children's learning and development. Staff provide parents with information about children's weekly activities to help them continue to support their learning at home.
- Overall, teaching is good. However, staff do not consistently make the most of all opportunities to skilfully question children during interactions to encourage them to develop even more of their own ideas.
- Managers do not make the best use of self-evaluation to reflect on the quality of teaching. There is scope to focus staff's professional development even more sharply on enhancing teaching practice to the highest level.

What the setting needs to do to improve further

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

- support staff to make better use of questioning during their interactions with children to help them develop their own ideas during play
- make the best use of self-evaluation to focus staff's professional development even more sharply to enhance teaching practice to the highest level.

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 the manager and discussed the quality of teaching.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Dale Ramsey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are suitably vetted, and the committee and manager provide a thorough induction for all new staff. The manager and staff keep their knowledge of child protection up to date through regular training. They can identify potential signs of abuse and neglect and have an excellent understanding of how to swiftly report any concerns. The manager ensures that staff complete daily risk assessments. These robust checks minimise potential hazards to children on site and on outings. This helps to keep children safe. Staff are supported in their roles. The manager meets regularly with staff to discuss their performance. Staff benefit from conducting research and attending some training. This helps them to upskill and ultimately has a positive impact on the overall quality of the provision.

Quality of teaching, learning and assessment is good

Staff make accurate observations of children's development. They maintain detailed records and use termly progress summaries to carefully monitor progress. Staff plan for children's next steps in learning to support them to move forward. They provide a stimulating environment and plan enjoyable activities that successfully motivate children to learn. For example, children benefit from a range of creative activities. They enjoy making marks and building models using play dough. Children are curious and enjoy learning about the world around them. They delight in talking about different animal habitats and independently create homes for bugs in the outdoor environment.

Personal development, behaviour and welfare are good

Staff promote children's physical and emotional well-being effectively. They are very attentive to children's needs as they are extremely caring. This helps children to feel settled. Staff provide children with a wide variety of healthy snacks. They teach children about the importance of having a balanced diet and the positive impact this has on their bodies. Staff encourage children to exercise through a range of physical activities. Children particularly enjoy practising for sports day and moving in an array of different ways, such as running, walking and 'galloping'. Staff ensure children adopt good hygiene routines throughout the day. They teach them the importance of keeping themselves clean and support them to independently wash their hands. Staff positively promote children's behaviour. They interact with children warmly and encourage them to respect each other and their environment. Staff offer children praise regularly, which boosts their self-esteem. Children respond well to instructions and play nicely with others.

Outcomes for children are good

Children are eager to join in. They are confident and often make choices about what they want to do. Children acquire the basic skills they need for future learning and are well prepared for moving on to school. Children develop good communication, language and literacy skills. They enjoy sharing stories with staff, singing their favourite songs during registration and can clearly communicate their likes and dislikes. Children also develop good mathematical skills. They competently count and recognise numbers up to 10, and relish in counting treasure when investigating in the sand. Children also enjoy experimenting with different sized and coloured shapes.

Setting details

Unique reference number	223607
Local authority	Herefordshire
Inspection number	10106632
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	41
Number of children on roll	17
Name of registered person	Walford Pre School Playgroup Committee
Registered person unique reference number	RP520203
Date of previous inspection	20 October 2014
Telephone number	07765005871 (during session)

Walford Pre-School registered in 1975. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications, and the manager holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm on Monday, Tuesday, Wednesday and Friday, and from 9am until 12.30pm on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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