

Inspection of Horfield Welly Pre-school

Parish Church Hall, Wellington Hill, Horfield, Bristol BS7 8ST

Inspection date: 26 September 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Managers and staff are extremely skilled and dedicated. They provide a wealth of rich and varied learning experiences for all children. Staff have high expectations of what children can do. They meticulously plan a highly effective educational programme. Staff take into account children's interests and continually build on what they already know to help children, including those with special educational needs and/or disabilities (SEND), make the best possible progress. The exceptionally enthusiastic staff deliver important and valuable learning experiences to children through engaging and skilful interactions. As a result of the high-quality teaching, children remember and consolidate what they have learned in their play and show that they are confident learners. For example, children make comments such as 'this is a fireman, he puts out fire, my teacher told me and I'm clever'. Children are warmly welcomed at the setting. They settle in very quickly and strong, secure bonds are very noticeable between staff and children. This is attributable to the dynamic ways staff support children and families when they start pre-school. As a result, children flourish. They are very happy, eager to play and ready to learn within this exceptionally supportive learning environment. Staff build strong partnerships with parents. This enables parents to remain actively involved in their child's learning and development. For example, parents are invited to attend workshops that are led by trained staff. They provide advice on subjects including toilet training and internet safety. Parents speak consistently highly of the pre-school and have utmost praise for the care and attention staff give their children and for the support they receive themselves.

What does the early years setting do well and what does it need to do better?

- Managers closely monitor staff performance to maintain very high standards. They rigorously observe teaching and have individual meetings with staff to discuss their practice and teaching. This high-quality reflection results in positive outcomes for all children. For example, staff are deployed on training courses to help them support aspects of children's learning and development. As a result, children, including those with SEND, make rapid progress from their starting points.
- Staff's superb interactions with children are extremely inspiring and engaging. The skilfully animated approach to teaching captures the full attention of children. Staff use their expert knowledge of the children to seize opportunities for learning in the moment, as well as to plan activities to support and embed learning further.
- Children eagerly access a wealth of highly stimulating resources and activities. Staff skilfully present these in innovative ways which enhance children's awe and wonder and also facilitate opportunities to build on their vocabulary and development in literacy. For example, children grow herbs in the garden and

then delight in exploring them by adding water so that they can experiment with making 'potions'. Children make marks in a tray of flour and use sticks in paint to create pictures, which supports the development of early writing skills.

- Children's behaviour is impeccable. They understand the pre-school rules which are fully embedded in daily practice. Children cooperate well with each other and show an understanding of the need to have 'kind hands'.
- Highly intuitive staff know when to support children and know when to leave children to do things for themselves. For example, staff support children to use the sticky tape dispenser and offer verbal guidance such as 'ok, you can do it, hold it there, and pull'. Staff encourage children to persevere, solve problems and gain new skills through talking difficulties through with them.
- Children are confident, self-assured learners. Children new to the pre-school settle quickly. A highly comprehensive welcome process for parents and children, combined with continuing support, contributes to very smooth settling-in. For example, staff visit children in their homes before they start at pre-school and provide welcome meetings for parents where they can join voluntary groups to become involved in pre-school life.
- Staff aspire to build on the already high-quality outdoor experiences to enrich children's curiosity and creativity even further. For example, the forest school leader's superb plans to redesign the area used for forest school ensure children can benefit even more from all the advantages that outdoor activity has to offer.
- Staff actively teach children to understand that there are different communities beyond their own. Through age-appropriate and imaginative ways, staff teach children about equality and diversity. For example, the manager is using her experiences of teaching Spanish to educate children about traditional Spanish customs and language and to help them understand that there are cultures beyond their own. Staff use relevant stories in conjunction with creative activities to help children understand that people's differences and similarities should be valued and respected.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff keep their safeguarding knowledge up to date. For instance, managers ensure staff attend regular training and they recap safeguarding procedures in staff meetings. Staff are vigilant in identifying the signs and symptoms a child may show if they are at risk of harm and are fully aware of the reporting procedures. They are also familiar with the whistle-blowing procedures and what to do in the event of an allegation. Staff are trained to recognise the signs that indicate a child may be at risk of radicalisation, along with the procedures to follow to seek advice and report concerns.

Setting details

Unique reference number	106985
Local authority	Bristol City of
Inspection number	10124352
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	46
Number of children on roll	54
Name of registered person	Horfield Welly Pre-School Committee
Registered person unique reference number	RP522111
Telephone number	078371 33925
Date of previous inspection	11 March 2015

Information about this early years setting

Horfield Welly Pre-school opened in 1992 and registered with Ofsted in 2001. It is located in Horfield. The pre-school offers care from 9.15am to 1pm, Tuesday to Friday, during term time. There is a team of 11 staff. Of these, seven hold appropriate childcare qualifications at level 3 or higher. Five hold qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Grayling

Inspection activities

- The inspector spoke to staff, children and parents at appropriate times during the inspection and considered their views.
- A 'learning walk' was undertaken by managers and the inspector to explore how children's learning and development are supported throughout the setting.
- The inspector observed the quality of teaching and the impact on children's learning.
- A range of documentation was sampled by the inspector, including staff files, training certificates and children's records.
- The inspector carried out a joint observation and evaluation of practice with managers.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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