

Inspection of Weddington Pre-School Ltd

Weddington Primary School, Winchester Avenue, Nuneaton, Warwickshire CV10
0DN

Inspection date: 5 November 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

The exciting and captivating environment spurs children's thirst to learn. Children are highly motivated and their levels of confidence are exceptional. They have a can-do attitude to learning. The excellent support of staff encourages children to make their own decisions based on what they know about each situation. As such, children form their own conclusions and begin to problem solve. Children become highly skilled at regulating their own behaviour, which is commendable. They know how many children can play at an activity and understand that they need to wear a 'red band' to play. Children independently use a sand timer to measure how long it is before their turn, waiting patiently for others to finish. Staff know the children very well. They are passionate and hold a shared vision that all children achieve the very best they can. Support for children who have special educational needs and/or disabilities is a strong feature at the pre-school. Parents express how 'fabulous' the pre-school is and how their children are happy and settle quickly. They form warm, close bonds with staff who care for them. A precise focus on children's emotional well-being allows them to think about how they feel. They learn that it is okay to be happy and sad, and how to make simple changes that will affect how they feel.

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

- Children make their own choices about where to play at the pre-school. Outdoors there is a superb variety of natural play resources that ignites children's curiosity to learn. Children are intrigued as they explore in the rain. They hold umbrellas, and binoculars as they investigate spiders on the wall. Children discover how leaves change and decay in the autumn. They 'treasure hunt' for cones, sticks and pumpkins. Pre-writing and literacy skills are very well supported. Children use their own chart to mark when they find the objects. They look at numerals and compare how many they find. Children are inspired to learn and succeed.
- Highly skilled staff plan an exciting curriculum based on what the children need to know to next. Accurate assessment of each child targets the skills they need to acquire for their future learning. A sharp focus on children's language is key to this success. Teaching consistently extends children's vocabulary and consolidates what they know. Children look at textures and consider how it feels. Skilled staff know when to, and when not to, intervene in play. Children learn to think for themselves about what they can do next. They become inquisitive and highly engaged learners.
- Behaviour is exemplary. Children begin to understand the consequences of their actions. Staff use picture cards to help children learn simple rules that support their safe play. Children play harmoniously. They take turns and share, and are resilient and want to succeed. Children have many opportunities to explore how

they feel. Staff are excellent role models. They are kind and caring. These warm relationships help children to feel very secure in the pre-school.

- A strong focus on professional development and support provides staff with an excellent range of skills. Staff hold a shared view that all children deserve the best possible start in their education. The pre-school is highly ambitious. Children learn new skills rapidly and are proud of their achievements. Leaders are clear about future improvements in the outside area to enhance what children already know.
- Children learn about our diverse society through a range of rich experiences that are meaningful to them. They explore how different skin tones look and use mirrors to match different colours. Books and resources teach children the importance of valuing what is different. Children learn to respect each other. Older children are very independent in their self-care. They learn how to put on clothes for outdoor play. Children learn how to manage their own self-care. They know when they are hungry and thirsty and use the rolling snack table to enjoy healthy snacks during the sessions. Children have many interesting ways to keep themselves physically active. They design their own bicycle track and draw this with chalk.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of local procedures to follow in the event that they have a concern about a child in their care. They have a good understanding of the signs and indicators that may suggest that a child is at potential risk of harm. Children are taught to manage risks effectively and play safely. They are encouraged not to run when carrying things and to be aware of where others are. Staff are vigilant in ensuring that any risks in the environment are identified and action is taken to minimise these.

Setting details

Unique reference number	EY433565
Local authority	Warwickshire
Inspection number	10116394
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	40
Number of children on roll	56
Name of registered person	Weddington Pre-School Ltd
Registered person unique reference number	RP904127
Telephone number	02476352046
Date of previous inspection	16 December 2014

Information about this early years setting

Weddington Pre-School Ltd re-registered in 2011. The pre-school employs nine members of staff, all of whom hold appropriate early years qualifications at levels 6, 3 and 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am to 3.15pm. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The manager and the inspector undertook a joint observation of practice. The manager evaluated the practice and the impact that teaching has on children's learning.
- The inspector completed a learning walk with the manager. She considered how the pre-school plans and implements the curriculum for early years children. They discussed how the pre-school takes account of children's individual needs.
- A sample of documentation was viewed. This included the range of checks made on adults working with children. The inspector also looked at children's journals and a sample of policies and procedures.
- The inspector viewed all areas of the premises and considered how effective the pre-school is in reducing risks to children in their care.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019