

# Inspection of Play and Learn Pre school Worle

Worle Village Primary School, Church Road, Worle, WESTON-SUPER-MARE, Avon  
BS22 9EJ

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Inspection date: 16 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are keen to attend this pre-school and enter with confidence, quickly choosing the activities they wish to participate in. They settle quickly to their activities, such as choosing Christmas cards to write on and put in envelopes that they label and then post in the post box. Children show they have formed close relationships with the staff, who know them and their individual needs very well. Children happily talk to the staff about their families and what they have done at the weekend and staff show interest in what children have to say and engage them in conversations. This supports children's language development and their confidence and self-esteem.

Staff have high expectations of children and place an emphasis on encouraging them to be thoughtful and kind to one another. Children show consideration, such as allowing their friends to have their turn to explore the ice in the large tray. Children safely use a range of tools, such as knives, as they try and break the ice and release the animals. Children show they want to learn and spend long periods engaged in their play. For example, they begin to build towers with blocks along the floor, making them as tall as themselves and the staff, and continue to add blocks all the way across the playroom. They persevere as the tower breaks and they fix it, determined to make it as long as possible.

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

- Staff promote children's literacy skills well. Children confidently use a variety of writing tools to draw and practise their early writing skills. They listen to stories and join in with them, and sing songs and rhymes.
- Partnerships with parents are very good. They are extremely happy with the care and education their children receive. They have regular updates about their children's progress and receive ideas on how to support learning at home, via an online system and through verbal feedback. For example, children take home books to share with their parents and staff give parents ideas about activities they can do with their children to support their learning further. Parents report that staff are always available to offer advice to help them support specific aspects of their children's development.
- Children's behaviour is very good. They readily help tidy away the toys for snack and lunchtime and listen to instructions. Staff encourage children to understand the importance of sharing the toys and equipment with their friends. For example, they ask children to get the sand timers, so they know how long they must wait for their turn.
- Staff provide a range of activities that interest children and are based on their fascinations. Staff observe the children and keep a check on their progress and identify what children need to learn next. Most children make good progress in

relation to their starting points.

- Overall, staff work closely with parents and other professionals to support those children with special educational needs and/or disabilities. Staff attend meetings and set up plans to put in place strategies to promote specific aspects of children's development. However, at times, some techniques are not consistently implemented to help close any gaps in learning as quickly as possible.
- Staff work closely with the host school and put in place various strategies to help children prepare for their move to school. For example, children visit the school, use the playground and hall for activities, and have a physical education (PE) week. Children develop independence in getting changed, become familiar with their new environment and gain a positive attitude towards their learning.
- Staff and managers regularly reflect on the provision and identify areas for improvement. They are currently reorganising the book area to make it cosier and more inviting, to encourage children's interest in books even further.
- Staff have regular meetings with the manager and use these to discuss practice and identify training needs. However, these do not focus on raising and maintaining the highest standards of teaching. Therefore, there are some weaknesses in the curriculum for mathematics and at times staff do not extend children's learning as well as possible.
- Children have regular physical activity indoors and outdoors. They enjoy riding scooters and tricycles and balancing on stilts, and enthusiastically join in with dancing and action songs with staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers and staff have a sound understanding of child protection and wider safeguarding issues. They know where to report worries about children's welfare and any concerns about the conduct of a colleague. Staff share important information with parents about how to keep their children safe when using the internet and put this into practice in the pre-school. Staff maintain a safe environment for the children and regularly carry out risk assessments to identify and remove risks to children. For example, staff have recently covered the logs in the outdoor area so children cannot use them, as they have become too slippery. They promote children's safety and well-being effectively.

## **What does the setting need to do to improve?**

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

- consistently implement strategies that other professionals working with children advise, to help close any gaps in children's development even more quickly
- focus more precisely on raising and maintaining the quality of teaching to the highest level, particularly for the provision of mathematics and in extending

children's learning more effectively.

## Setting details

<b>Unique reference number</b>	EY344077
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10126105
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Julie McCallum and Julie Ross Partnership
<b>Registered person unique reference number</b>	RP907648
<b>Telephone number</b>	07927 194 710
<b>Date of previous inspection</b>	15 December 2015

## Information about this early years setting

Play and Learn Pre school Worle registered in 2001. It is one of two privately-owned pre-schools and is located in Worle, North Somerset. It opens Monday to Friday from 9am to 3pm during term time. The pre-school receives funding to provide early education for children aged two, three and four years. Seven members of staff work with the children. One has an early years degree and the remaining staff hold relevant qualifications at level 3.

## Information about this inspection

### Inspector

Charlotte Jenkin

## Inspection activities

- The manager gave the inspector a tour of the premises and discussed the curriculum and the impact of this on the children.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views. She also read some written feedback from parents.
- The inspector carried out a joint observation of an activity and evaluated the impact of this on children's learning with the manager.
- The inspector checked some documentation, including suitability checks, recruitment procedures and children's records.
- The inspector observed staff interactions with the children and the impact of these on children's learning.

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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