

Inspection of Welton Preschool

Welton Primary School, Elloughtonthorpe Way, Brough HU15 1TJ

Inspection date: 17 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the setting. They are eager to explore the many activities available to them as soon as they arrive. Staff form strong bonds with children, and help them to feel safe and secure. For instance, they give children plenty of cuddles and reassurance when needed. This helps to positively enhance children's emotional well-being. Strategies to promote children's positive behaviour and acknowledge children's kindness are shared with parents successfully. This helps build continuity between home and the setting and encourages a positive and respectful environment. Children behave well. The strong links between the pre-school and the on-site school support children's readiness for their future learning effectively. Staff make good use of the school hall to provide children with additional activities, such as physical education, which enrich their experiences. This also helps to support their transitions to school.

Children progress well. Managers plan most aspects of the curriculum effectively. They provide children with a broad range of experiences that offer some challenge and build on what children already know and are interested in. Children engage very well in imaginative play. For example, they work out roles for each other as they pretend to ride on a bus and take turns to be the driver.

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

- The manager works closely with practitioners. Staff benefit from regular supervision meetings that focus on their professional development. They are encouraged to gain further professional childcare qualifications. Staff state that they are well supported to maintain a good work-life balance. Managers involve staff in reflecting on the nursery and actively finding ways they can improve further.
- Staff help children to develop positive attitudes towards healthy lifestyles. They provide healthy snacks and work in partnership with parents to ensure that children's packed lunches are balanced and nutritious. Staff ensure that children learn good hygiene routines, such as washing their hands at appropriate times.
- Children thoroughly enjoy exploring the outside play area. They are physically active as they run from one end of the garden to the other, skilfully avoiding obstacles during a game with a member of staff. Children are supported to be independent. They know how to put their wellington boots and coats on before they go outside.
- Children enjoy exploring textures through tactile and sensory play. However, staff do not focus closely enough on the planning of activities beforehand to ensure that they are well prepared. This means that occasionally some planned activities do not maximise learning opportunities for all children.
- Parents report high levels of satisfaction. They say that their children are happy

and look forward to their days at the pre-school. Staff and managers have formed positive relationships with parents. They share daily information with parents and invite them to contribute to their child's learning journey.

- Children enjoy activities that support their speaking skills. For instance, toddlers confidently join in with familiar phrases in stories. Staff support children who speak English as an additional language. They use words in children's home languages to help them to settle and understand routines.
- Children show a positive attitude to learning and high levels of engagement when they are free to choose their own activities. However, on occasions, the organisation of routines causes disruption to children's learning.
- The provision for children with special educational needs and/or disabilities is good. Managers use information from parents to ensure that children receive individual care and support from their key person and are kept safe. Staff work closely with other agencies, who regularly visit the nursery, to meet children's individual needs.
- Children show an awareness of rules and boundaries. Staff help them to develop positive social skills, such as using good manners and thinking about the needs and feelings of others.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent understanding of the signs and symptoms that may indicate a child is at risk of neglect or abuse. They have a good understanding of wider safeguarding concerns, including being drawn into extreme situations. Staff talk confidently of the procedures to follow to report any such concerns within the setting and to relevant safeguarding agencies. There are effective recruitment procedures in place to ensure that staff are suitable to care for children. Staff are vigilant about children's safety and carry out daily checks to ensure that the premises and outdoor areas are safe.

What does the setting need to do to improve?

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

- review the planning of some activities to ensure that staff make the best possible use of opportunities and promote purposeful learning intentions
- organise routines more effectively to limit disruptions to children's learning and to enable staff to focus more intently on their teaching.

Setting details

Unique reference number	EY545877
Local authority	East Riding of Yorkshire
Inspection number	10129976
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 to 4
Total number of places	26
Number of children on roll	44
Name of registered person	Forbes, Anna Beverley
Registered person unique reference number	RP514957
Telephone number	07738256981
Date of previous inspection	Not applicable

Information about this early years setting

Welton Preschool registered in 2017. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one at level 7. The setting opens from Monday to Friday during term time. Sessions are from 8.45am to 3.30pm. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- The inspector and the manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and considered the impact 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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