

Inspection of Worlebury Willows Preschool

Milton Methodist Church Hall, 2 Milton Hill, Weston Super Mare BS22 9RA

Inspection date:

27 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, confident and settle well at the pre-school. The key-person system is well established and helps children to feel safe. Staff get to know the children and families well and gain in-depth information from parents about their children's starting points when they first join. They use this, alongside their own observations, to assess what children already know and can do and to determine their next steps in learning. However, staff do not liaise effectively with external agencies for additional support quickly enough when assessments show there is a delay in children's progress. Consequently, not all children make good progress in their learning.

Children develop positive attitudes towards learning and enjoy the activities, such as sticking or moulding play dough into shapes. They engage in play alongside adults and peers and share the resources. However, staff do not have consistently high expectations for children's behaviour and this reflects in the way that children sometimes behave during play. For example, younger children climb on chairs and kneel on tables unsupported, to reach toys which are not easily accessible. Staff do not always provide children with reasons as to why this behaviour is unacceptable. As a result, children do not develop a good understanding of rules and boundaries or learn right from wrong.

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

- Teaching is not consistently strong. Staff do not organise group activities effectively. They do not consistently support younger children or those children who need support with their speech and language to fully participate.
- Staff track the development of all children to plan for their future next steps in learning. Although staff work with external agencies to support children with special educational needs and/or disabilities (SEND), they do not always identify the need for this as early as possible to ensure children receive the help that they need. Consequently, children are not fully prepared for their next stage in learning or school.
- The manager includes the views of parents and children through feedback questionnaires to drive improvement and help her evaluate the setting. She seeks the views of the staff through discussions at termly staff meetings and daily conversations. Staff raise ideas, discuss practice and share children's learning to identify areas for development. However, the manager does not support staff effectively to seek rapid support from external agencies to ensure that children with SEND or those that need support with speech and language receive the help they require.
- Staff focus on developing children's independence from an early age and use routines well to develop their skills. For example, at snack time, children pour

drinks, self-select their own fruit and wash up cups and bowls when finished. When going outside, they can put on their shoes and coats with limited support.

- Children have daily access to an outdoor space where they can engage in physical play. They enjoy transporting wet bark to and from the mud kitchen to make 'pancakes', using their imaginations well.
- The manager and staff form positive relationships with parents and carers. They keep parents up to date through daily feedback, emails and newsletters. They keep them informed about their children's learning and development through regular observations and progress reports. The manager and staff provide good opportunities for parents to contribute towards their children's learning, and parents comment that they 'actively ask us to share learning or leave comments about what we do at home'. Parents describe the setting as a 'second home'.
- Staff introduce children to other cultures beyond their own so they begin to develop an awareness of diversity, similarities and differences. For example, at circle time, children say good morning in Italian, and recognise this is 'Buongiorno'. Children have opportunities to try foods from around the world, such as beetroot soup.
- Staff do not respond to negative behaviour consistently, or provide children with appropriate explanations as to why certain behaviours are not acceptable. Children do not fully understand rules and boundaries, and, as a result, their behaviour is not consistently good.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff fully understand their roles and responsibilities in keeping children safe. They can identify signs and symptoms of when a child may be at risk of harm and fully understand reporting procedures if they are concerned about the safety and welfare of children in their care. They attend regular safeguarding training to keep their knowledge current and up to date and are aware of wider safeguarding issues such as the 'Prevent' duty. The setting is safe and secure. The manager completes regular risk assessments to identify and remove potential hazards in order to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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make better use of assessments to ensure that children with SEND receive support at the earliest opportunity, to narrow any gaps in learning, and to ensure that children have their learning needs met.	01/01/2020
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To further improve the quality of the early years provision, the provider should:

- improve the organisation of group activities to ensure younger children, or those with SEND, can fully participate
- manage behavioural expectations consistently so children develop a clear understanding of rules and boundaries.

Setting details

Unique reference number	EY547815
Local authority	North Somerset
Inspection number	10114581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Booker, Sophy Lucy
Registered person unique reference number	RP547814
Telephone number	01934 522887
Date of previous inspection	Not applicable

Information about this early years setting

Worlebury Willows Preschool opened in 2017. It operates from Milton Methodist Church Hall in Weston Super Mare. The pre-school opens Monday and Wednesday from 9am to 3.30pm, Tuesday and Thursday from 9am to 1pm, and Friday from 9am to 2.30pm, during term time only. The pre-school employs four members of childcare staff. Of these, one holds an appropriate level 4 childcare qualification and two hold level 3 qualifications. The pre-school is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Becky Mulcahy

Inspection activities

- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector tracked children's progress, and sampled learning and developmental records.
- The inspector completed a joint observation with the manager to observe the quality of teaching.
- The inspector spoke to all staff at convenient times during the inspection.
- The inspector sampled documentation, including staff suitability checks and children's learning records.
- The inspector observed both child-initiated and adult-led activities carried out inside and outdoors.

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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