

# Inspection of Wymondham Pre-School Playgroup

Sir John Sedley Community Centre, 3 Glebe Road, Wymondham, MELTON  
MOWBRAY, Leicestershire LE14 2AF

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Inspection date: 25 February 2020

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time in this homely setting. They are happy and well cared for by staff. The setting is a calm and nurturing space for children to thrive. Children enjoy investigating play resources made of natural materials. They are creative and use resources that promote their imagination and curiosity. Children enjoy messy play, construction and role play. They make choices and learn through their interests. Physical development is well established throughout the setting. Children have excellent outdoor opportunities to explore with ribbons, ride on bikes and crawl through tunnels. Staff plan forest school and yoga sessions to help children to extend their self-confidence and self-esteem. This helps to prepare children for their next stages in learning. Children are encouraged to take appropriate risks. They develop their independence while preparing to explore the outdoors, from a very young age. For example, children put on their own footwear and coats, and store their belongings in their own trays. Children show kindness and compassion towards their friends. For example, children serve each other lunch and give toys to babies who are not yet mobile. Staff have high expectations for all age groups. This results in children having a desire to try new things. Staff are positive role models. They demonstrate good manners and show respect towards each other and the environment. As a result, children behave well. They choose toys to play with, follow routines and tidy away their play equipment.

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

- Staff know children and their families well. They find out about children's lifestyles before they enter the setting and use this knowledge to build on children's experiences. For example, children enjoy the new experience of making pancakes. Children with additional needs are included and their needs are met. The manager develops excellent partnerships with other agencies. This ensures all children progress well and are emotionally secure.
- Children ask questions and eagerly offer opinions to demonstrate their thinking. For example, children read stories in groups. They predict what will happen next, using pictures and their prior learning as clues. Staff skilfully build children's knowledge by giving detailed explanations to the questions they ask. This promotes the language and vocabulary with older children well.
- Staff support children in their thinking. They ask questions to find out what children already know and praise children for their efforts. Children enthusiastically play alongside staff, who extend their learning. For example, children explore making pancakes by mixing flour, pouring water and squeezing lemons. Staff ask children what lemons smell like, demonstrate making marks in the flour and count the spoonfuls of water. Staff help children to develop their skills in all areas of learning.
- Children have the opportunity for mark making in all play areas. They explore

with chalkboards, pens and paints, which are available at all times. Younger children show advanced writing skills as they correctly hold their pen, draw circles and copy adults. However, the language development for younger children is not fully effective. Language used by staff is too complex for younger children to copy and to learn new words.

- Outdoor space is used well by children and staff. Children explore and build on their coordination and physical strength throughout the day. For example, children competently ride bikes using their feet and pedals. They fly ribbons in the wind and toss pancakes in a frying pan in the outdoor area. Children enjoy their time outdoors and choose to learn in this space.
- Staff ensure children build on previous skills by providing similar equipment and resources in each playroom. This enables children to embed their learning by practising and experimenting what they have previously learned. Children test out new ideas and seek help from staff when needed. For example, younger children explore boxes by climbing inside and older children construct towers of blocks. Children request help to build a taller tower, and staff suggest ways to increase its stability. Staff then extend children's learning by counting the number of blocks and describing the positions, using mathematical vocabulary.
- The manager is an excellent role model. Staff benefit from observing her good practice and replicate this in their own interactions with children. Efforts have been made by the manager to reduce the workload for staff, for example by using electronic systems to record information. The manager uses information gathered from parents to improve practice. For example, planning is displayed on noticeboards so that parents understand what their children have been doing. This includes learning about other cultures and traditions. Parents speak highly of the setting and the relationships staff develop with children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms of child abuse. They understand how to keep children safe and how to report their concerns. Staff are aware of wider child protection issues, such as internet safety, and are aware of the 'Prevent' duty. The manager understands her responsibility to work with other agencies to promote children's safety. She uses robust recruitment procedures to make sure that staff are suitable in their roles. Information is obtained from parents about children's dietary and medical needs. The manager makes sure that all staff are aware of these needs. This helps to promote children's good health.

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

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

- develop ways of promoting and extending the communication and language for younger children in the setting.

## Setting details

<b>Unique reference number</b>	EY355521
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10073910
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Wymondham Preschool Limited
<b>Registered person unique reference number</b>	RP535369
<b>Telephone number</b>	01572 787334
<b>Date of previous inspection</b>	29 June 2016

## Information about this early years setting

Wymondham Pre-School Playgroup registered in 2007. The pre-school employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including two who have early years professional status, and one who has an early years Master's qualification at level 7. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- The inspector viewed all areas used by children. The manager discussed how the setting organises the learning for children.
- The inspector spoke to children, staff, managers and parents at convenient times throughout the inspection.
- The inspector observed a range of activities and assessed the impact on children's learning and development. She carried out a joint evaluation of an activity with the manager in the pre-school room.
- The inspector took account of parents' views during the inspection by speaking to them and discussing children's progress, induction and effectiveness of communication.
- The inspector sampled a range of documentation, including first-aid training certificates, records of attendance, safeguarding policies and evidence of staff's suitability.

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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