

Inspection of Wallisdown Pre-School

Saint Saviour's Mission Church, Scott Road, Poole, Dorset BH12 5AT

Inspection date:

30 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children enter the pre-school happily and staff greet them warmly. Older children are confident to interact with others. For example, they use the puppet theatre to develop their imaginations and create a show for their friends. Staff are keen to promote children's learning and understand their key children's developmental needs. Children make progress in all areas of learning. However, there are times when staff do not organise group activities, for example to develop children's language skills, sufficiently well to help all children participate. Children become restless and distracted and do not benefit fully from the activity. Nevertheless, children gain skills to help prepare them for school. For example, they begin to take responsibility for their belongings and hang up their coats on a rack when arriving at the pre-school. Staff have recognised a need to encourage children's personal, social and emotional skills more due to the impact of COVID-19 (Coronavirus) restrictions. Children talk to staff about how they feel that day. They show that they feel valued and smile when seeing their friends arrive. At circle time, they sing their hello song happily to each other.

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

- The manager and staff reflect as a team to identify ways to make improvements. They have made changes in the play environment to enhance children's learning and also have use of a larger outdoor play area.
- The manager provides some opportunities for staff to develop their skills. Staff have completed training that has raised their awareness of how to involve parents more in their children's learning. However, arrangements for monitoring how staff support the learning needs of all children to help them make better progress are not sufficiently established.
- Staff are caring and friendly. They help children feel welcome in the pre-school and encourage them to develop their self-care skills well. Children like to sing a familiar song while washing their hands to make sure they clean them properly. They develop independence, changing into their 'indoor' shoes or slippers.
- Teaching is variable. Staff plan activities to support children's interests and spontaneous ideas in play. For example, children show interest in insects outdoors and staff talk with them about where they might live. However, there are times when staff do not provide the support some children need to motivate their interest in learning further and help them make better progress. Nevertheless, staff promote children's involvement in mark making well. Older children talk confidently to a visitor about their drawings and begin to form recognisable shapes and letters. They are excited to talk about a visit to see their new teacher at their 'big' school.
- Parents speak highly of staff. They comment that their children are happy to go to the pre-school and that staff are very supportive.

- The manager supports staff to use more consistent strategies to manage children's behaviour. Children are delighted when they receive a 'high five' from staff for their efforts. They use a sand timer confidently to help them take turns and share favourite toys. However, there are times when noise levels are high. Some children shout to be heard and others stand quietly or play alone. This does not help children to engage well with others at all times.
- Children have frequent times to play outdoors and benefit from being in the fresh air. They develop their physical strength and coordination well. For example, children enjoy running, spinning and jumping. Children join in as a group with a traditional game, pacing their steps across the play area together.
- Staff encourage children's exploration of colour and texture effectively. Children have great fun stretching their arms and spreading shaving foam across a large plastic screen. Younger children become absorbed spooning mud and water into cake tins. They mix this together carefully to make their creations.

Safeguarding

The arrangements for safeguarding are effective.

The manager supports staff to continue to update their understanding of safeguarding issues and their responsibility to protect children. They are aware of the procedures to follow should a concern arise about children's welfare, and they liaise with the relevant safeguarding authorities to provide support for children and their families. Staff complete risk assessments within the premises and put appropriate prevention in place to minimise accidents. For example, the kitchen is kept gated to prevent children's unsupervised access.

What does the setting need to do to improve?

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

	Due date
improve the arrangements for monitoring staff practice to ensure staff support all children's individual learning and developmental needs effectively, to help children participate and make more rapid progress	28/07/2021
improve the organisation of larger group times to ensure all children are able to fully engage and develop their listening and attention skills.	28/07/2021

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

- review the noise levels during some parts of the session to fully support all children's concentration and participation.

Setting details

Unique reference number	EY547877
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10131986
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	23
Name of registered person	First Friends Wallisdown Pre-School Partnership
Registered person unique reference number	RP547876
Telephone number	07717842699
Date of previous inspection	18 November 2019

Information about this early years setting

Wallisdown Pre-School registered in 2017. It is also known as First Friends Pre-School. The pre-school is privately owned and operates from Saint Saviour's Mission Church Hall in Poole, Dorset. It operates from Monday to Friday, 8.30am until 1.30pm, during term time only. The pre-school is funded to provide free early education for two- and three-year-old children. There is a team of five staff working with the co-owners/manager. Of these, three have an early years qualification at level 3 and one has a qualification at level 2.

Information about this inspection

Inspector
Mary Daniel

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed children's interactions indoors and outdoors and had discussions with staff about learning and development.
- The manager took the inspector on a tour of the premises and explained how the curriculum is delivered.
- A sample of documents were viewed by the inspector, including staff qualifications and first-aid certificates.
- The manager and the inspector completed a joint observation of an activity and discussed the quality of teaching.

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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