

# Inspection of Welland Pre-school

The Pavilion, Spittlesfield, Marlbank Road, Welland, Worcestershire WR13 6NE

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Inspection date: 2 July 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children arrive happy, and they are keen to explore the wide range of play activities on offer. They are engaged and are motivated to learn. Children are developing independence and are beginning to understand daily routines. They wash their hands before snack time, and they help to serve fruit and bread sticks. Children learn to take responsibility for small tasks, and they carefully put away their plate and cup when they are finished.

Children form strong relationships with staff. They sit alongside them, and they excitedly talk about future events, such as the end of term leaving party. Children sing loudly, and they proudly practise the action song they will sing to parents at the party. They develop mathematical knowledge as they look at the calendar and count how many days are left until the leaving party. Young children excitedly fill and empty containers with water. They use large spoons to stir in water beads and are fascinated as they watch them dissolve.

The pre-school had a period of closure during the COVID-19 (coronavirus) pandemic. During this time, staff kept in contact with children and their families. They used video calls and their online system to share ideas for learning at home. This helped children to feel relaxed and settled when they returned to the pre-school.

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

- The committee and the newly appointed acting manager have already established a strong working relationship. However, some committee members are new to their role and although they are enthusiastic, they have yet to fully understand all aspects and responsibilities of the role they have taken on. That said, together with the acting manager, they have a clear vision to provide children with a safe environment and to deliver high-quality care and education to all.
- The acting manager meets with the committee and the staff to seek their views and to identify what the pre-school does well, as well as areas they would like to develop. She has put together a list of future improvements which includes changing the outdoor area to make it even more interesting for children.
- Staff provide a varied curriculum that builds on what children know and can do. They have a good understanding of how children learn and develop. Staff know children well and plan activities around their interests and what they need to learn next.
- Children are developing early literacy skills. They listen attentively to stories, and they choose books to read with their friends. During small-group activities, staff help children to learn about letters and sounds. They encourage them to

practise writing letters which are meaningful to them. Staff offer lots of praise and encouragement. This supports children's emotional well-being.

- Children with special educational needs and/or disabilities are supported well. Staff quickly identify any children who may benefit from additional support, and staff work closely with parents and professionals to get children the help they need. Staff make sure their curriculum meets the needs of all children.
- Reception teachers from local schools are invited into the pre-school to meet with staff and children. They share information about children's individual needs. This helps children's transition to school when the time comes. Relationships with parents are strong. They are very happy with the care and the education children receive. They comment on the 'wonderful staff' and how happy their children are.
- Staff, generally, organise the pre-school well. Children explore and move around freely. However, on occasions, staff do not always manage the environment well enough. As a result, children sometimes lose focus and disengage from activities.
- The management team makes sure staff keep all mandatory training up to date, such as first aid and safeguarding. However, they are yet to focus on building and on improving staff's knowledge and skills, to enhance the teaching of the curriculum.
- Staff tailor settling-in sessions to meet children's individual needs. As a result, children quickly settle and enjoy their time at the pre-school. Children behave well, and they are developing a sense of right and wrong. Staff give clear explanations as to what is expected of them. They talk to children about the rules and remind them to be kind to their friends, to share and to take turns.
- Staff provide children with opportunities to learn about different cultures and customs. Children display high levels of concentration as they watch cultural dancing on a big screen. They mimic the movements and extend their own learning. Children excitedly play musical instruments to copy the rhythm and the beat.

## **Safeguarding**

The arrangements for safeguarding are effective.

The pre-school has a secure entry system which is monitored by staff. Children are well supervised. Staff carry out daily safety checks to ensure children play in a safe and a secure environment. Staff have a good knowledge of safeguarding procedures. They know the processes to follow and the professionals to inform if they have a concern about a child's welfare. Due to the COVID-19 pandemic, parents are not allowed inside the setting. Children are greeted outside in the fresh air. This means staff can engage in meaningful conversations in a safe and a socially distanced way.

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

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

- assist those with overall responsibility for the management of the pre-school to embed their knowledge and their understanding of the role they have taken on, to create strong leadership across the whole provision
- review the organisation of the environment, to support children's focus and engagement in all activities
- strengthen professional development opportunities for staff to further their knowledge and their skills and to enhance the teaching of the curriculum.

## Setting details

<b>Unique reference number</b>	EY402179
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10198659
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Welland and District Pre School Group Committee
<b>Registered person unique reference number</b>	RP904845
<b>Telephone number</b>	01684311807
<b>Date of previous inspection</b>	16 November 2017

## Information about this early years setting

Welland Pre-school registered in 2010. The pre-school is in Welland, near Malvern, Worcestershire. There are seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school operates Monday to Friday during school term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Smith

## Inspection activities

- This is the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the acting manager and has taken this into account in her evaluation of the setting.
- The acting manager and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and the acting manager discussed and evaluated a number of learning activities together.
- The inspector looked at required documentation, including evidence of the suitability of staff and of committee members.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.

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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