

# Inspection of Worlebury Willows Preschool

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

---

Inspection date: 14 July 2021

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

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

### **The provision is good**

Children enter the welcoming setting happily. They greet their friends and are quick to engage in a range of exciting activities. The environment is welcoming. Caring and approachable staff have carefully considered the learning environment to provide a balance of experiences. Children are motivated to learn and make choices about their play. For example, some children choose to play outside. They confidently climb, play hide and seek with ladybird pebbles or play imaginatively in the mud kitchen.

Daily routines help children to sequence the day and understand expectations. Children know that when they hear the tambourine they need to stop and listen. They follow instructions well, for example to form a circle for group time. Children behave well. Staff manage behaviour effectively. They are calm and talk to children at their level of understanding. When minor disputes occur, staff invite both children to talk through what has happened and encourage them to find a solution.

There are effective partnerships with parents. Parents value the support offered during the COVID-19 (coronavirus) pandemic. For example, they received regular welfare emails, fun activities to support learning, poetry and links to favourite stories, and staff engaged them in interactive scavenger hunts to keep children motivated. The key-person system is highly effective in supporting children's emotional security.

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

- All children are well supported in a fully inclusive setting. Those children with special educational needs and or disabilities receive good support to help them reach the best possible outcomes. Staff work closely with local schools to enable a smooth transition when they start school. There are effective links with other agencies to provide continued and consistent support.
- Staff use their training and knowledge to support children to build stories for them to scribe. Children participate enthusiastically and show good imagination as they explore their ideas and build their vocabulary. They delight in sharing their stories and act them out with their friends. Staff support children's literacy skills effectively. Children rewrite their favourite stories and explore different ways to describe the hungry caterpillar.
- Staff know children well and plan an exciting range of activities to support their interests and next steps in learning. Staff assess children's progress accurately. They know what is needed to help children make the best possible progress. Occasionally, staff do not fully engage children in their learning. For example, younger children wait while older children dress for physical activity and staff do not engage them in purposeful play. Some small-group activities, such as 'story

box', do not always engage less confident children to express their ideas.

- Staff support fundamental British values effectively. For example, they use 'Kirsty the kindness elf' to help children recognise kind acts. Staff celebrate these achievements, which helps children build high levels of self-esteem. Staff respect children's choices. For example, children decide which language to use to say hello in response to their name during registration time. Children are given many opportunities to make independent choices, for example they vote on which story to listen to.
- There are good hygiene arrangements to help keep children healthy. Children know to wash their hands when they enter the setting and before they eat. They confidently explain why they need to wash their hands.
- Staff use risk assessments well to ensure they provide a safe and secure environment for children to play. The owner/manager monitors accident records efficiently and adjusts the environment when required. When accidents occur in the 'physical area' of the hall, the owner/manager is quick to establish rules with the children to help their understanding of how to keep themselves safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of how to protect children from harm. They complete regular safeguarding training and discuss scenarios to further their knowledge. They recognise the possible indicators that may suggest a child is at risk of harm and the procedure to follow should they have a concern. There are effective recruitment and induction arrangements to ensure staff are suitable for their role. Staff implement effective policies and procedures to keep children safe. For example, they have good arrangements to ensure that children are collected by known and authorised adults.

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

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

- improve the organisation of group times to enable less confident children to share their ideas and to ensure younger children are purposefully engaged when they wait for older children to join them.

## Setting details

<b>Unique reference number</b>	EY547815
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10133307
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional 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>	29
<b>Name of registered person</b>	Booker, Sophy Lucy
<b>Registered person unique reference number</b>	RP547814
<b>Telephone number</b>	01934 522887
<b>Date of previous inspection</b>	27 November 2019

## Information about this early years setting

Worlebury Willows Preschool opened in 2017. It operates from Milton Methodist Church Hall in Milton, North Somerset. The pre-school opens Monday and Wednesday from 9am to 3.30pm, Tuesday from 9am to 1pm, and Friday from 9am to 2.30pm, during term time only. The owner/manager employs four members of childcare staff. Of these, one holds an early years qualification at level 4 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

Rachael Williams

## Inspection activities

- This was the first routine inspections setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The owner/ manager completed a learning walk with the inspector to discuss what she wants children to learn.
- A joint observation was completed with the owner/manager.
- The inspector observed staff's interactions with children and discussed children's learning with them.
- The views of parents and children spoken to on the day of inspection were considered.
- The inspector reviewed required documentation, including how the owner/manager ensures the ongoing suitability of her staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021