

Inspection of Welbourn Wonderbugs Preschool

22 Manor Close, Welbourn, Lincoln, Lincolnshire LN5 0NA

Inspection date: 19 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and have very secure attachments to staff. They talk to staff confidently about their interests and home life. Children know the routine when they arrive at the pre-school. They leave parents at the door happily and use sanitiser on their hands. Children select a stone that displays their name and put it in a box for self-registration, to confirm to staff that they have arrived. Children behave well. They know the rules and boundaries in the pre-school. An example of this is when children show staff how they can hold scissors safely when they walk, with the point facing downwards. Children take turns with others when, for example, they throw a ball to play a game of catch.

Children show joy and excitement when they play outdoors. Four-year-olds look carefully and gauge the distance when they throw balls into a hoop. Two-year-olds use their hands to scoop sand in to pretend ice-cream cones. They pass it to visitors and tell them that it is 'strawberry' flavoured. Staff deliver a strong curriculum that stretches children's abilities appropriately. When children show an interest in rock pools, staff help them to identify creatures that live in them, such as crabs. Children experiment moving their bodies in different ways and pretend to be a crab, moving sideways.

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

- The manager has an overview of all children's development. She uses this information to support the curriculum and to help close any gaps in children's learning. The manager identified that some children needed further support to recognise numbers and to count. An example of this is when staff ask two-year-olds how many skittles they stand up. Staff ask three-year-olds to recognise numbers to 10.
- Staff use their good knowledge of children to help provide opportunities to enhance the experiences they receive. An example of this is to encourage children to take turns to promote positive behaviour. This is particularly beneficial for children who do not have siblings and opportunities to share their own toys at home. Children learn how to behave positively around others.
- Staff help children to learn skills they need in preparation for their move on to school. They encourage children to be independent. Children use a step to reach the sink to wash their hands. They use an outdoor tap to access water to fill a wheelbarrow.
- Children demonstrate a sense of pride in their achievements. Staff remind them to wear an apron when they join a painting activity. Children persevere and do it themselves saying, 'I did it' when they complete the task.
- Staff provide opportunities for children to develop their literacy skills. For example, they encourage older children to form the letters in their name. This

contributes to children's developing pencil control.

- During the Covid-19 (coronavirus) pandemic, the manager supported parents to encourage their children's learning at home. For example, she gave children 'activity packs' to complete with their parents. Now that children have returned to the setting, the staff do not support parents consistently to continue their children's learning at home.
- Staff provide plenty of opportunities for children to be creative. An example of this is when children play with toy dolls. Staff provide them with the resources to pretend to bathe their dolls and ask children their dolls name. Children tell staff that one is called 'Celotape' and show good imaginative skills.
- Staff talk to children about potential dangers when they research information on technological devices. For example, they explain to children that they always need to sit with parents or an adult. This helps to promote children's safety when they access the internet.
- The manager supports her staff and helps them to reflect on their practice. However, she has not identified how professional development opportunities can increase staff's knowledge. In particular, of how staff can support younger children's speaking skills consistently.

Safeguarding

The arrangements for safeguarding are effective.

The manager, provider and staff know how to identify if a child may be at risk of harm, extreme views and beliefs. They know where to report any concerns they may have about a child in their care and if they have concerns about staff who work with children. This promotes children's safety and welfare. The provider uses robust recruitment procedures to make sure that staff are suitable in their roles. Staff demonstrate their awareness of how to provide a safe environment for children. For example, they make sure that children wear sun hats in hot weather. Outdoors, staff move activities into the shade to avoid children playing in direct sunlight.

What does the setting need to do to improve?

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

- help staff to consistently support parents to continue their children's learning at home
- strengthen the professional development of staff to develop their knowledge of how to support younger children's speaking skills.

Setting details

Unique reference number	EY561706
Local authority	Lincolnshire
Inspection number	10194288
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	14
Name of registered person	Welbourn Wonderbugs Preschool
Registered person unique reference number	RP517303
Telephone number	01400279168
Date of previous inspection	Not applicable

Information about this early years setting

Welbourn Wonderbugs Preschool registered in 2018 and is situated in Welbourn, Lincolnshire. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4 and three with level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the pre-school.
- The manager, provider and the inspector completed a learning walk together of all areas of the pre-school and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the manager and provider.
- The inspector held a meeting with the manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and read their written comments during the inspection. She 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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