

Inspection of Wyke Regis Pre-School Playgroup

Shrubbery Lane, Wyke Regis, Weymouth, Dorset DT4 9LU

Inspection date: 30 November 2021

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are keen to enter the setting and respond happily to the friendly greeting from staff. Children show very high levels of good behaviour and benefit greatly from the excellent praise and encouragement staff provide. Children interact and play very well together, such as in a game of hide and seek. They shriek with laughter as their friends count and then try to find them. Staff have a clear focus for the curriculum and follow children's lead in their play. They support children's understanding of the world well. Children find a spider hiding in a tyre outdoors. They put it in a pot and examine it, telling staff, 'it has stripey legs'. They look at pictures of other insects and match and compare these. Children excitedly say, 'Look, there are one, two spiders'. Children gain a good early appreciation of stories and start to understand how print has meaning. For example, they eagerly tell their stories to staff, who scribe these for them. Children carefully draw a picture to annotate their story. Children gain confidence in their abilities and become motivated learners. They use their imaginations well. Children make a pretend tomato soup and offer a visitor a cup of this to drink. When playing in the mud kitchen outdoors, children say, 'We are making a monster mud pie'. Staff identified that children have struggled managing their emotions following the COVID-19 pandemic. They have skilfully supported children to help them to find ways of managing and controlling their emotions exceedingly well.

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

- Staff welcome and value each child extremely well and have high expectations for them all. Staff are highly successful in helping children consider the feelings of others. Children develop very positive attitudes to resolving minor conflicts and they show respect and kindness to their friends.
- The manager is proactive in supporting staff to work well as a team. She ensures staff have opportunities to develop their knowledge and skills. Staff have completed training that has helped them develop their awareness of how to use children's immediate interests more effectively to support their independent learning.
- Staff support children's early mark-making skills well. For example, children like to draw on the playground floor with colourful chalks. They make marks using paintbrushes and water. Children show great pride when staff praise them for their attempts to form recognisable letters of their names.
- Parents speak highly of staff. They say staff have managed the COVID-19 pandemic very well and they are reassured by the procedures followed. Parents comment that their children are happy and making good progress. Staff liaise with parents very well, overall. However, they have not fully considered how to ensure all parents can access information about their children's activities and contribute to their development consistently well.

- Children have good opportunities to develop their physical skills. They play outdoors regularly and enjoy climbing, running and jumping. Children concentrate well as they lift small planks of wood and rest these across different size tyres. They then walk carefully across them, holding their arms out wide to help them balance.
- The manager and staff use additional funding well to provide a wider range of experiences for children. Children show great interest in the well-organised woodwork area and are keen to have a go, such as to try hammering a nail into some balsa wood. They understand that they need to wear protective goggles to keep themselves safe when using woodwork tools, such as the electric hand drills.
- Staff support children's language skills effectively. They help children gain the confidence to start linking sounds with letters, such as the initial letter of their name. Children enjoy the poems staff tell them and start to join in with the rhyming words. Children smile as they join in saying, 'the breezy, freezy weather'. At times though, such as in free play activities, staff do not give full consideration to extending discussion with children about their games, to support their understanding and communication even further.
- Staff are reflective of their practice and continue to make improvements. They have re-organised the play areas to create a calmer environment, where children can initiate their ideas in play more easily.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding issues and procedures to follow should a concern arise about children's well-being. The manager, who is the designated safeguarding lead, clearly understands her role to liaise with related safeguarding agencies to help protect and support children's welfare. The manager and committee follow clear recruitment procedures and continue to assess staff suitability, such as through induction and supervision procedures. Staff complete risk assessments of the play areas and check that equipment and resources are safe for children's use.

What does the setting need to do to improve?

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

- develop the opportunities for all parents to share, and contribute to all aspects of their children's learning and development
- support all staff to consistently make more use of discussion with children to extend their understanding and language skills further still.

Setting details

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| Unique reference number | 141018 |
| Local authority | Dorset |
| Inspection number | 10062650 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 22 |
| Name of registered person | Wyke Regis Pre-School Playgroup Committee |
| Registered person unique reference number | RP901993 |
| Telephone number | 01305 789222 |
| Date of previous inspection | 13 April 2016 |

Information about this early years setting

Wyke Regis Pre-School Playgroup registered in 1993. This committee run pre-school is located in the Wyke Regis area of Weymouth, Dorset. The pre-school is open weekdays, during term time only, from 9am until 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs five members of staff, of whom one hold an early years qualification at level 6, three hold qualifications at level 3 and one holds 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 manager took the inspector on a tour of the premises and explained how the curriculum is delivered.
- The inspector and the manager completed two joint observations of children's play and discussed the quality of teaching.
- A sample of documentation was viewed, including staff's qualification and first-aid certificates.
- The inspector observed children's play indoors and outdoors, and had discussions with staff about children's learning and development.
- The inspector took into account the views of parents she spoke with.
- A meeting was held with the manager and the inspector to discuss the leadership and management of the setting.

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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