

Inspection of Wootton Wawen Pre-School

Wootton Wawen Village Hall, Alcester Road, Wootton Wawen, Henley-In-Arden,
Warwickshire B95 6AY

Inspection date:

2 February 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children are not suitably safeguarded as not all staff understand the pre-school safeguarding policy and guidance. This means some staff are not alert enough to be able to identify possible child abuse, neglect, radicalisation or extreme practices should they need to. This does not help to fully protect children from harm.

Since the start of the COVID-19 pandemic, children are now greeted by staff at the main entrance where their parents sign them in and hand them over. Children have adapted to this change and arrive happily at the pre-school as they readily leave their parents. They generally settle well, and show that they have secure connections with key staff. Children behave well and typically follow the instructions given to them by staff. They share and take turns with their peers as they play.

Managers do not ensure all children benefit from an ambitious enough curriculum. Staff do not understand every children's development needs well enough to extend their individual learning. Children generally have access to a range of resources that are provided, which does help them to make some progress. They lead their own play throughout each session, flitting between the resources and activities provided. Children enjoy freely exploring creative materials, such as pens, glue and tissue paper. Outdoors, they develop some physical skills, such as control and coordination riding on bikes and their fine motor muscles when using spades to explore the sand. However, children's self-chosen play and activities are occasionally disrupted due the restrictive and inflexible daily routine that those leading the session tend to follow. Some children are not highly motivated to take part in routine activities, either meaning they miss out completely or they interrupt the learning of those participating.

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

- The manager, who is the designated safeguarding lead for the pre-school, has failed to ensure that all staff fully understand the safeguarding policy and procedures. Not all staff are able to recognise child protection concerns, which potentially means that they could go unnoticed or get overlooked. This puts children's welfare and well-being at risk.
- The manager has not implemented an appropriately challenging curriculum. Staff do not make good use of observations and assessments of children's learning to inform their planning. Activities provided do not focus on what children need to learn next to develop their knowledge and skills further. Therefore, generally, most children do not make the progress they are capable of as their learning needs are not being met.
- The manager is the nursery special educational needs coordinator. She has

adequate knowledge and experience of helping children with special educational needs and/or disabilities (SEND) and works closely with their parents. Children with SEND make some good progress, given their initial starting points, although this better practice is not consistent for all children, as mentioned above.

- Staff talk to children as they play. The manager is aware of supporting children with communication difficulties. For example, she has introduced Makaton signing to further support children's communication skills. Children develop a passion for books as they enjoy listening to a spider story and take turns to touch the spider's 'web'.
- Children learn some skills to become independent. For example, they typically make choices about what they want to play with and they are encouraged to learn to use the bathroom, to go to the toilet, and wash and dry their own hands. Children are offered healthy snacks and can make decisions about their preference. They select foods to try, including food they are less familiar with. During meal and snack times, children show their manners by saying 'please' and 'thank you' when speaking to staff. This develops their confidence and social skills.
- The pre-school routine is very structured. Most children understand the routine of the day and take the lead from key staff, such as the deputy manager. However, generally, staff lack confidence to deviate from this structure when needed. For example, young children who are new to the pre-school are generally more reluctant to follow the set routine, such as whole-group welcome time, snack time and story time. As a result this of this inflexibility, new children can become slightly unsettled, which disrupts the focus of those children who want to participate and are engaged in what is provided.
- Parents are happy with the care their children receive. They praise the staff and comment that they are friendly and supportive. However, staff do not provide a detailed two-way flow of information to ensure that children benefit from continuity of support between the pre-school and home. Although staff communicate with parents during pick-up and drop-off times, generally parents are unclear who the key person for their child is, and do not receive enough information about their child's next steps in learning and progress.
- The manager and staff are suitably qualified, including in paediatric first aid. However, the manager does not have appropriate arrangements in place for supervising staff. Training, coaching and professional development needs are not identified to help address staff weaknesses, in order to ensure quality provision for all children. Consequently, teaching practice is variable and requires improvement, and some staff's safeguarding knowledge is weak.

Safeguarding

The arrangements for safeguarding are not effective.

Staff safeguarding knowledge is inconsistent and not secure. Not all staff show an understanding of child protection risk factors, particularly related to broad aspects of safeguarding, such as 'Prevent' duty. This means the pre-school safeguarding policies and procedures are not understood by all staff. Furthermore, the manager

does not monitor, through rigorous performance management processes, that all staff understand the safeguarding policies and procedures. That said, the manager, who is the designated safeguarding lead for the setting, has secure safeguarding knowledge. She understands procedures they must follow to report any child protection concerns. The manager and staff carry out daily risk assessments of the premises and deploy themselves well to supervise children. This goes some way to help keep children safe.

What does the setting need to do to improve?

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

	Due date
train all staff to understand safeguarding policies and procedures, so that they are aware of all of their responsibilities to protect children from harm and promote their well-being at all times	16/02/2022
implement an appropriately ambitious curriculum and support staff to make more effective use of observation and assessment to provide every child with challenging and enjoyable experiences that help them make good progress in their learning and development	28/02/2022
establish appropriate arrangements for supervisions of staff to identify weaknesses in practice so that targeted support, coaching and training can be provided to improve the quality of the provision and children's learning experiences.	28/02/2022

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

- support key staff to provide more flexibility in the daily routine to further help those new to the pre-school and minimise disruption to whole-group activities
- implement a more detailed two-way flow of information with parents and carers to further involve them in their child's learning and development between the pre-school and home.

Setting details

Unique reference number	EY561798
Local authority	Warwickshire
Inspection number	10194305
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	
Number of children on roll	14
Name of registered person	Wootton Wawen Pre-School CIO
Registered person unique reference number	RP561797
Telephone number	07752381205
Date of previous inspection	Not applicable

Information about this early years setting

Wootton Wawen Pre-School registered in 2018 and is situated in Wootton Wawen, Warwickshire. The pre-school operates each weekday during term time only. Sessions are from 8.45am until 3pm. The pre-school employs three members of childcare staff. Of these, one holds an appropriate childcare qualification at level 2, one holds level 3 and one holds level 6. The pre-school provides funded early education to eligible two-, three- and four-year-old children.

Information about this inspection

Inspectors

Naziha Amin
Josephine Heath

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 and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager of a planned activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and a registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several 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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