

Inspection of Colwall Pre-School

Colwall Primary School, Mill Lane, Colwall WR13 6EQ

Inspection date: 14 February 2022

Overall effectiveness	Good
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 settled and enjoy their time at the welcoming pre-school. They develop secure relationships with the kind and caring staff. Children independently access a wide range of good-quality toys and resources, indoors and outdoors. They are excited to play and motivated to learn.

Children's early literacy skills are developing well. They listen attentively to stories and join in with songs and rhymes. Young children demonstrate problem-solving skills as they build tall towers with foam bricks. They excitedly knock the towers down and display high levels of concentration as they rebuild them. Children engage in imaginary play. They dress up in coloured costumes and pretend to be a princess. Children play cooperatively together and build a storyline into their play. They announce that they are making a castle to live in. Children learn about celebrations during craft activities. They use a selection of paints and shiny materials to make Valentine's Day pictures. Children learn that colours change when they mix paint together. For example, as they mix black and white paint together they proudly tell staff they have made grey.

The managers have changed some aspects of their practice in response to the COVID-19 pandemic, such as introducing outdoor drop-off and collection arrangements. Children have adapted well to the changes and arrive happy and ready to play.

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

- The experienced managers are dedicated to their roles. They strive to continually develop the service they provide and improve achievements for all children. The staff work well together and are happy in their roles. Regular meetings with the managers provide opportunities for staff to talk about their well-being and identify areas for their ongoing professional development.
- Enthusiastic and friendly staff have a good understanding of how children learn and develop. Staff use their knowledge of what children know and can do to plan an interesting curriculum around their individual needs and next steps in learning. Children make good progress.
- Staff engage children in meaningful conversations throughout the day. This helps children to develop good language skills. Although staff ask children questions, they do not always give them enough time to respond. For example, they quickly ask another question or make a suggestion. As a result, children are not always able to think through and test out their ideas.
- Staff support children who speak English as an additional language effectively. They ask parents for words in their home language to support children's understanding at the setting. Staff encourage children to use their home

language in their play and learning at the pre-school.

- Children's behaviour is good. Staff are good role models. They remind children of the rules, such as to share and take turns. Children learn good manners as staff remind them to say 'please' and 'thank you'. Staff offer children lots of praise and encouragement, which boosts children's confidence and self-esteem.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff have formed strong relationships with other professionals. They share information with them to plan for children's learning. Staff ensure that the curriculum they provide meets children's individual needs.
- Relationships with parents are good. Staff use a range of ways to share information with them about their children's time at pre-school. For example, they speak to them at the beginning and end of the day and provide written termly progress reports. Parents are very happy with the care and education their children receive. They comment on the 'lovely staff' and the 'interesting activities' provided and value how well staff communicate with them about their children's day.
- Staff help children to follow effective routines to support their good health. For example, they encourage children to wash their hands before eating. Staff provide children with fruit for snack and encourage parents to provide healthy and nutritious meals in their children's lunch boxes. However, staff do not always use these everyday routines to develop and extend children's understanding of the benefits of eating a healthy diet.
- Staff regularly take children out for walks in the community to visit a café or to buy produce from the local shop. These experiences help children to gain an understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff are clear about their responsibility to keep children safe. A secure entry system is in place, which means no unauthorised persons can enter the building. Staff undertake daily safety checks of all areas of the pre-school to ensure children play in a safe environment. Staff have a good understanding of the indicators that a child is at risk of harm and are clear about the procedures to follow should they have any concerns about a child's welfare. Staff regularly attend training, such as safeguarding and paediatric first aid, to keep their knowledge and skills up to date.

What does the setting need to do to improve?

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

- strengthen staff's interactions to fully support children to think through and test out their ideas

- build on opportunities for children to develop and extend their understanding of the benefits of eating a healthy diet.

Setting details

Unique reference number	EY557203
Local authority	Herefordshire
Inspection number	10174878
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	18
Name of registered person	Wells and Wyche Pre-school Limited
Registered person unique reference number	RP901822
Telephone number	01684 217 223
Date of previous inspection	Not applicable

Information about this early years setting

Colwall Pre-school registered in 2018. It operates from 8am to 5.30pm each weekday, during term time only. The pre-school employs four members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and one holds a qualification at level 3. 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 was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken this into account in her evaluation of the provider.
- The managers and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and the managers discussed and evaluated learning activities together.
- The inspector looked at required documentation, including evidence of the suitability of staff and staff's paediatric first-aid certificates.
- 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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