

Inspection of Wise Owls Pre-School

The Village Hall, East Street, Lacock, CHIPPENHAM, Wiltshire SN15 2LF

Inspection date: 28 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive at pre-school happy and keen to learn. They have strong bonds with their key person and all staff that support them. Staff skilfully engage children in a group activity. They are learning about the importance of good oral health. Children eagerly use the new skills they have learned to clean the teeth of a crocodile. Staff discuss with the children the importance of brushing their teeth and talk to them about their experiences. Children are confident and have fun as they become engaged in activities.

Children are caring and considerate towards their friends. They play together and discuss their likes and dislikes. For example, children in the creative area talk about their favourite colours and how these are the 'same' or 'different' to the colours of the materials they are using. Children have formed strong friendships. They start imaginative games and entice others to join them. Children have fun and laugh together during a game of 'sharks on the floor'. They all run to the climbing frame to get away from the sharks; they excitedly engage with each other.

Children have daily opportunities to play in the pre-school garden. They develop their physical skills as they run, jump, climb and pedal trikes. The pre-school has good links within the local community. They grow fruit and vegetables at the local allotment; they then use these to make soups and crumbles for their snacks.

Staff are aware of the impact COVID-19 has had on children and families. Staff are working with children to express and discuss their feelings. They are supporting them to be able to regulate their emotions. Staff sensitively talk to children about how they feel and why and give them time to process and respond to their emotions.

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

- The leader provides a curriculum that is adapted to children's interests and next steps of learning. The staff provide a good balance of child-initiated and adult-led activities to build on what children already know and what they need to learn next. For example, staff recognise children's love of farms and animals. They provide children with a farm area with real-life resources. They talk to children about how to care for animals, building on children's own experiences.
- Staff quickly identify children with special educational needs and/or disabilities and refer them to relevant outside agencies. They work closely with the local authority which provides them with support. The staff implement strategies to support children to engage and make progress. They use visual picture cards to support transitions and understanding for children with communication difficulties. Children are responding to these strategies. They are beginning to

use single words and have an early understanding of the daily routine.

- Children are learning to become increasingly independent in preparation for their move to school. They are encouraged to wash their hands and pour their drinks. However, this practice is not always consistent. Children are not encouraged to tidy up toys throughout the day, resulting in them being unable to explore the playroom with ease.
- Staff make activities exciting and achievable. During a maths activity, children learn about 'bigger' and 'smaller' numbers. Children are supported to match the correct amount of items to the correct number. They are asked what colour items they have and if they can find another item of the same colour. Staff encourage all children to join in and praise them for having a go. Though, during free play, less confident children can become disengaged and lack the support they need to become involved in imaginative group play.
- Children have access to a range of sensory play. They use their senses as they explore shaving foams in the outdoor play kitchen. The children make 'potions' together. They develop their hand-eye coordination as they use scissors to cut herbs and pour water using different size containers. Staff engage children in meaningful conversations about their creations. They talk about what the herbs are called and where they grow.
- Parents speak highly of the pre-school. They report their children love attending and they have made good progress during their time there. They receive regular updates on their child's learning. All staff are very approachable and adaptable to each child's specific needs to ensure a smooth transition upon beginning pre-school.

Safeguarding

The arrangements for safeguarding are effective.

All staff provide a safe and secure environment for children to play and explore. They have a good understanding of how to recognise concerns that may suggest a child is at risk and how to respond to this information. They understand the procedures to follow should they need to seek further help from outside agencies. The manager is aware of her role to report and respond to any safeguarding concerns. The committee have a robust recruitment procedure to ensure the suitability of staff working with the children.

What does the setting need to do to improve?

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

- recognise less confident children during free play, and consistently support them to participate and further enhance their learning experiences and confidence
- encourage children to further develop their independence throughout the daily routine.

Setting details

Unique reference number	199483
Local authority	Wiltshire
Inspection number	10125990
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	18
Name of registered person	Wise Owls Pre-School Committee
Registered person unique reference number	RP520578
Telephone number	07747302679
Date of previous inspection	15 March 2016

Information about this early years setting

Wise Owls Pre-School registered in 1992. It operates from the village hall in Lacock, Wiltshire. There are three members of staff, of whom, one holds early years qualifications at level 5, one holds a level 3 qualification and one is unqualified. The pre-school is open each day from 9am until 3pm Tuesday, Wednesday and Thursday during term time only. The setting receives funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Sarah-Louise Clements

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of teaching and the interactions between staff and children and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager shared relevant documentation with the inspector.

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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