

Inspection of Weaverthorpe Pre-School

Weaverthorpe Pre School, Derwent Crescent, Arnold, NOTTINGHAM NG5 6TA

Inspection date: 17 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at this welcoming and safe setting happily, and they are warmly welcomed in by the staff. They have a positive attitude to their learning. Children are very familiar with what is expected of them. They quickly settle into the routines, such as washing their hands before they start to play, and eagerly join in with the 'busy feet welcome song'. Children giggle and laugh as they carry out the actions to the song. Once the song has finished, children listen carefully for their name and move quickly into their designated learning group.

Children have plenty of time and space to choose what they want to play with and where such as being inside or outside. Staff offer a wide range of toys, activities and resources that are attractively presented. This entices children to explore and have a go. Staff offer many experiences to increase children's knowledge and skills. They engage with children well overall. For example, children follow a picture recipe for making popcorn. Staff encourage children to think and work out what they need to use to stop the popcorn from popping out of the pan. Eventually, children smile and say, 'A lid.' Children initiate their own imaginative play. They make pretend chocolate cakes with mud, mixing the mud with spoons in the pots and pans. Children proudly share their finished cakes with adults, demonstrating a sense of achievement. Children play cooperatively with one another, behave well and enjoy the company of adults.

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

- There is a strong emphasis in the curriculum to help children to be independent and be ready for school. For example, staff plan activities such as a weekly visit to the local school hall. This is to help children become familiar with the school building. Children learn to take off and put back on their socks and shoes by themselves. Some older children confidently manage fastening buckles on their shoes. Younger children concentrate hard as they persevere with the task. Staff praise and encourage them as they keep trying. Children beam with delight at their accomplishments.
- Children's behaviour is very good. They play cooperatively together helping each other to build towers with bricks. Children also take turns using the rope ladder. They shout, 'Yeah,' and clap their hands when they have each climbed to the top and back down again. Staff set clear boundaries and expectations of children's behaviour very well. They offer children consistent and clear messages.
- Overall, children achieve well in their learning and development. However, some children who have already been identified as requiring extra help, are not always supported by staff to maintain and sustain their focus in their play. This means that they do not always make accelerated progress in their learning, as do their

peers.

- Children demonstrate good language skills. They are articulate during conversations and confidently use language to communicate with their friends and adults. However, some staff, in their enthusiasm, answer the questions they have asked the children before giving children the time to think, come up with their own ideas and respond.
- Children are offered healthy snacks and know to use their water bottles to hydrate more during warm weather. Staff make sure parents are up to date with healthy food options for them to provide for their children's lunch. Children sit well at the table as they eat their food. This is a social occasion and children engage in conversations with one another and with staff.
- Partnership with parents and carers is positive. Parents and carers spoken to on the day of inspection provide positive comments about how well information is shared and exchanged between staff and themselves. Parents comment on how they value this approach. For example, they appreciate how staff provide experiences for their children, which they may not get at home, and acknowledge how this contributes to supporting their children's learning and development.
- Although the manager has not been in her role for long, she has a positive approach to wanting the best for the children at the setting. She works closely with the committee which offers support and encouragement. Together with the staff, she strives to provide positive learning experiences through a well-delivered curriculum, in a safe environment for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are secure in their safeguarding knowledge. They complete regular training to keep their knowledge of child protection and other safeguarding practice up to date. Staff understand how to protect children and their families from possible radicalisation. They are confident in the procedures they must follow should they have a concern about a child in their care. Children are supervised well, both inside and outside the building and when on outings. Staff complete daily risk assessments to make sure there are no hazards in the environment before children attend. There are appropriate arrangements to check the initial and ongoing suitability of staff.

What does the setting need to do to improve?

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

- improve staff's understanding of how to use their teaching skills further to help children who have been identified as requiring extra support engage more in their learning

- give children more time to respond to questions and think of ideas for themselves.

Setting details

Unique reference number	EY331098
Local authority	Nottinghamshire County Council
Inspection number	10233687
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	30
Number of children on roll	48
Name of registered person	Weaverthorpe Pre-School Centre Committee
Registered person unique reference number	RP522696
Telephone number	0115 926 5644
Date of previous inspection	13 December 2016

Information about this early years setting

Weaverthorpe Pre-School registered in 2006. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications from level 3 and one at level 2. The pre-school is open Monday to Friday, term-time only. Sessions are from 9am until 11.45am and from 1pm until 3.30pm. Children may attend for extended sessions, which include a lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector took account of the views of parents and other carers involved with the children spoken to on the day of the inspection, as well as written views from parents.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the evidence of staff's qualifications and the suitability of the adults working with the children.

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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