

Inspection of Welland Park Academy Pre-School

The Bungalow, Welland Park Academy, Welland Park Road, Market Harborough
LE16 9DR

Inspection date: 30 June 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 enter the pre-school independently. They find their own name and hang up their coats and bags. They skip happily to meet staff and friends, where they receive a warm welcome. Children enthusiastically join in a group exercise activity. They listen well and follow instructions. Staff encourage children to use their imagination and children move their bodies as they pretend to climb a mountain. Children use their hands as though they are looking through binoculars and pretend they spot a tyrannosaurus rex or a volcano. After running down the mountain, children put their hands on their chest to feel their heart beating, while staff explain the importance of exercise.

Children confidently run, balance and jump using their core strength as they explore the outside area safely and use an obstacle course that staff provide. Children enjoy the natural world. They use watering cans to carefully water flowers. Children use magnifying glasses to look closely at different bugs they find. They squeal with delight when they find a caterpillar. Staff and children talk about what living things need. They carefully place the caterpillar in the bug house and find fallen leaves for it to eat.

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

- The pre-school is an inclusive setting for children with special educational needs and/or disabilities. Key persons adapt the curriculum effectively so that all children make good progress. Staff work with other professionals to ensure that appropriate support plans are in place. This means that children access learning that is relevant.
- Staff support children and families well. For example, during the COVID-19 pandemic when the pre-school closed, children and families had contact with their key person and were given resources to use at home. Parents report that they are supported to extend their child's learning at home. For example, some children enjoy finding bugs, so staff suggest that parents go on a bug hunt with their child and count how many bugs they find.
- Staff promote children's communication and language development. For example, children roll a dice and talk about the picture it lands on. When the picture is an ice cream, staff ask children what their favourite flavour is. Children answer, saying 'shocolate'. Staff correct the pronunciation sensitively and clearly by saying, 'Chocolate is my favourite.'
- Staff build on what children know and can do. They encourage children to think about how they could solve a problem. For example, when children play in the sand, staff encourage children to think about how they can lift the heavy bucket up high to the roof. They make a pulley together and celebrate when the bucket reaches the top.

- Staff know children's interests well and use this information to promote learning. For example, children enjoy using stilts and they decide to measure how tall they are when standing on these. When children are pretending that objects are pieces of cake, they encourage other children to count them and then share them out equally with their friends.
- Staff support children to develop the knowledge and skills that they need so that they benefit from what school has to offer. Children independently spread their own crackers and find their drinks when they are thirsty. They express their needs and ask for a cuddle. Children are supported to make school visits and talk about it when they return.
- Staff promote literacy through routine daily activities. Children communicate their preferences clearly as they ask staff to read them their favourite story. They talk about the book and can tell staff about the author. Children take books home to read with their family. They practise exercises with their fingers to strengthen the muscles to help with holding a pen and writing. Children enjoy making marks and know that print has meaning.
- Staff's interactions with children on the whole are sensitive and supportive. However, at times, they do not respond to some of the children's needs quickly enough. For example, while staff are supporting children during a group activity, they do not always notice that some children moving from one room to another need reassurance.
- The dedicated manager exhibits strong leadership skills and aspires for the nursery to be the best. She works with the staff, community and parents to ensure that children's needs are met and that every child is successful.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of how to keep children safe. They provide a safe and secure environment. Staff know the signs and symptoms that may indicate that a child is at risk of harm. There is a safeguarding policy in place which contains the procedure to follow so that the correct professional can be contacted immediately if necessary. Staff know what to do if an allegation is made against them. All staff have completed relevant safeguarding training. Staff are qualified in paediatric first aid. They are aware of their roles and responsibilities if a child has an accident or illness.

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 responses to all children during times of transition, particularly when children move between activities.

Setting details

Unique reference number	226486
Local authority	Leicestershire
Inspection number	10138566
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 5
Total number of places	32
Number of children on roll	65
Name of registered person	Welland Park Community College Academy Trust
Registered person unique reference number	RP535390
Telephone number	01858 465 087
Date of previous inspection	27 April 2016

Information about this early years setting

Welland Park Academy Pre-school registered in 2008. The pre-school employs eight members of childcare staff, all of whom hold relevant qualifications. The manager is qualified at level 6 and the deputy manager holds qualified teacher status. The pre-school opens Monday to Friday, term time only. Sessions run from 8.45am to 4pm on Monday, Tuesday, Wednesday and Thursday, and 8.45 pm to 3pm on Friday. The pre-school also offers a breakfast and lunch club for pre-school children. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Hayley Butters

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.

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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