

Inspection of Wootton Wawen Pre-School

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

Inspection date: 5 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happily to this welcoming pre-school. They enter their environment with their parents, which helps children to feel safe and secure so they settle very easily. Children quickly leave their parents as they are eager to get involved in some of the exciting activities on offer. However, staff remain nearby to offer comfort or reassurance to children who need it.

Children benefit highly from being able to make choices about their play and learning. They have continuous access to an inviting outdoor learning environment. Children enjoy playing in water with staff, who help them to explore different shells, stones and other things that they may find in water. Children develop their mathematical skills as staff support them to count, compare quantities and compare the sizes of different objects. They build on their language skills as they describe seaweed as being 'slimy'.

Children develop an early love for reading as staff provide a broad range of books for them to choose from. They handle books extremely carefully and enjoy listening to stories with staff. Some children continue to look at books alone and tell their own stories using the illustrations. Staff teach children that information can be found from books. For example, they use factual and reference books to identify different bugs and natural materials that they find outdoors.

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

- The manager is extremely committed to and passionate about the care and education children receive. Since the last inspection, she has used self-evaluation effectively to inform and closely monitor improvements made. Consequently, the overall quality of provision has significantly improved.
- The manager has developed a curriculum that focuses on preparing children for school. This includes teaching children to become independent, communicate effectively and build positive relationships with others. However, this is not yet implemented as effectively as possible because staff do not consistently promote children's independence. On occasions, they intervene too soon with tasks before allowing children to try for themselves.
- Staff gather information from parents about children's development. They use this information alongside their own regular assessments to identify what children enjoy, know and can do. Staff provide children with a varied range of challenging activities that capture their interest and support their learning. As a result, children are supported to make good progress in their development.
- The manager is committed to providing an inclusive practice. She recognises and respects children's individual needs, cultures and beliefs. Children with special educational needs and/or disabilities receive targeted support from staff and

other professionals to help them reach their potential.

- Parents have high regard for the pre-school and comment extremely positively about their children's experience. They say that their children are always eager and happy to attend and enjoy playing with their friends. Parents praise staff for the frequent and varied information they receive about their child's care and progress, including details about what children will be learning next. This helps to provide continuity in children's care and learning.
- Staff form respectful relationships with children. They play with children throughout the day and hold conversations with them. Children enjoy staff's company and seek them out to play with. However, staff do not consistently make the best use of interactions with children to ask open questions that further extend their thinking, communication and language skills.
- Children are encouraged to lead healthy lifestyles. They choose from a varied range of fruit and vegetables at snack time, such as peppers, carrots, grapes and apples. Staff help children to wash their hands frequently. Children spend a vast amount of their time outdoors gaining fresh air and exercise.
- Children demonstrate a secure understanding of staff's expectations for their behaviour. They follow instructions when sitting down to listen to stories or take part in activities. Children take turns when playing simple board games. Staff act as positive role models. Consequently, children are kind and respectful towards each other and staff.
- The manager provides staff with regular support and supervision. Supervision opportunities are used effectively to consider how to better support every individual child's needs and to provide coaching and training to staff. This helps to improve staff's personal effectiveness and raise the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive coaching and training from managers to ensure that their knowledge and understanding of safeguarding issues are up to date. They can identify signs and symptoms that could indicate a child is at risk of abuse or harm. Staff and managers know the local procedures to follow to report any safeguarding concerns about children or staff or to other agencies. There is an appropriate procedure in place for the safe use of cameras and mobile phones. Managers recognise the importance of safer recruitment and follow rigorous processes to help assess the suitability of staff working with children.

What does the setting need to do to improve?

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

- increase opportunities for children to further develop their independence in readiness for the next stage in their learning

- support staff to make better use questioning during their interactions with children to extend their thinking, communication and language skills.

Setting details

Unique reference number	EY561798
Local authority	Warwickshire
Inspection number	10230287
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	24
Number of children on roll	16
Name of registered person	Wootton Wawen Pre-School CIO
Registered person unique reference number	RP561797
Telephone number	07752381205
Date of previous inspection	2 February 2022

Information about this early years setting

Wootton Wawen Pre-School registered in 2018. It operates from Wootton Wawen Village Hall in Warwickshire. The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am until 3pm. There are three members of childcare staff. Of these, two hold qualifications at level 6 and one holds a qualification at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The inspector discussed any continued 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 to understand how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation of an activity to evaluate the quality of teaching.
- Parents and children spoke to the inspector about their views of the pre-school.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.

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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