

# Inspection of Welford Pre-School

The Mobile Unit, Welford Sibbertoft & Sulby Endowed School, West Street,  
Northampton, Northamptonshire NN6 6HU

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Inspection date:

17 June 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

Leaders and managers do not have an accurate overview of the procedures for monitoring visitors accessing the pre-school outdoor area. Furthermore, they do not have effective ways of monitoring the implementation of the curriculum to consistently support children's learning. Children are happy to attend the setting. They know their daily routines well. For example, when they arrive they know to hang up their coats on their designated peg and excitedly go to their key person. Staff are caring and attentive to the children's needs. Children have formed close bonds with staff. Subsequently, children feel safe and cared for. Overall, children behave well. They take turns and use manners, such as thank you and please. However, staff do not always encourage children to independently take care of and respect the toys. That said, once asked by staff the children eagerly help to clear away a messy activity together.

Staff provide an environment that supports the children's interests. Children independently access the variety of resources and concentrate well at their chosen activity. However, at times, staff do not make the most of their interaction and engagement with children to challenge and broaden children's knowledge and skills. For example, during a train track activity, staff do not introduce new words to help develop children's broader vocabulary and language development. That said, children have fun and enjoy their time at the pre-school.

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

- Partnership with parents is good. Parents say staff are friendly, supportive and provide regular feedback about what their children have done during the day. Staff are particularly attentive to families with children who have additional needs. They use additional funding to provide the extra support, such as working with outside agencies, to ensure children's care needs are sustained.
- Staff provide a fun and inviting environment based on children interests. Staff complete regular observations of children's play. However, they do not use this information to accurately assess children's next steps in learning, so that they can plan for what children need to learn next. This results in a curriculum that is not sequenced effectively to help children make good progress in all areas of learning.
- The leaders and manager do not ensure all staff have a clear and consistent approach to some safety procedures. For example, some staff do not follow the pre-school procedures for checking the identity of visitors when they enter the pre-school outdoor area.
- Staff do not make the most of the learning intentions for some activities. For example, children miss out on developing their knowledge and skills. Staff do not help children learn about how colours change when mixed or use new words to

describe the consistency of flour and water. Consequently, the focus of the learning intent was lost and children did not learn as much as they could.

- The manager is committed to her role. She has developed good relationships with staff, who report they feel happy and supported by her. However, the manager does not give enough attention to monitoring and improving staff's knowledge and skills. This means that weaknesses in staff practice are not identified or addressed. As a result, children do not receive consistently good quality interactions from staff.
- Children of all ages explore the environment and make choices about what they would like to play with. Generally, staff respond to children's interests and ideas and provide the resources that they need. For example, children use a large box to make a secret den and ask for scissors to cut card to make the roof.
- Children enjoy the outside area, which promotes independence and exploration. They practise physical development carrying heavy buckets of water to the mud kitchen. Small-muscle skills are developed as they stir with spoons and mix water with sand.
- Staff promote children's health. Children enjoy a range of healthy snacks such as fruit and crackers. They have a good understanding of personal hygiene routines and independently wash their hands after toileting and before mealtimes. Children enjoy their daily routines of being outside in the fresh air.
- Children behave well, overall. However, staff do not help children to understand how to care for the toys. At times, children leave toys scattered on the floor and do not tidy them away. That said, children develop positive friendships with their peers and play well together. Children enjoy playing with staff during a roll the dice and counting game. They take turns and shout out how many dots they have counted on the dice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about their role and responsibility to protect children from harm. They recognise possible signs of abuse and know the procedures they must follow if they have concerns about children in their care. Staff also know what procedures to follow should they believe a child or their family is at risk of radicalisation. Staff risk assess and manage hot weather well and children are taught how to keep safe from the midday sun, so they do not burn. Managers provide regular safeguarding training and update staff of any recent changes to policies and procedures.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure all staff clearly understand and consistently implement the setting's procedure for checking the identity of visitors to the pre-school	01/07/2022
develop the monitoring of staff's practice and provide more effective support and coaching to help staff be clear about what they want children to learn	01/07/2022
ensure the intent for the curriculum securely reflects what children need to learn next.	01/07/2022

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

- help children to independently care for and respect their environment and the toys they play with.

## Setting details

<b>Unique reference number</b>	EY360214
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10138517
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 12
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Welford Pre-School
<b>Registered person unique reference number</b>	RP522327
<b>Telephone number</b>	01858 575 134
<b>Date of previous inspection</b>	5 May 2015

## Information about this early years setting

Welford Pre-School registered in 1984. It is managed by a committee and is situated in the school grounds. The pre-school employs seven members of childcare staff. Of these, one holds a childcare qualification at level 7, four at level 3 and two are unqualified. The pre-school opens from Monday to Friday during term time. Sessions are from 7.45 am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charmaine Cayton

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact with the provider and has taken that into account in their evaluation.
- The inspector took part in a learning walk with the manager and had a discussion together to understand how the curriculum is organised.
- The inspector took part in a joint observation and evaluated the outcome with the manager.
- The inspector spoke to parents and took account of their views and feedback.
- The inspector reviewed a sample of documentation, including evidence of staff's suitability and first-aid certificates.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the children's learning.

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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