

Inspection of Wick Pre-School

The Cottage @ The Village Hall, Manor Road, Wick Bristol, South Gloucestershire
BS30 5RG

Inspection date: 26 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and feel safe in the pre-school. They form secure attachments with staff. The managers and staff are enthusiastic, kind and caring. They give new children extra reassurance and support to help them gain confidence and settle quickly.

Staff plan a range of purposeful and stimulating activities, which ignites children's interests and motivates them to join in and achieve. For example, all children have opportunities to participate in forest school activities, and older children enjoy supervised woodwork sessions using real tools. Children enjoy collecting natural resources in the garden. They talk eagerly to each other and visitors about what they have found, demonstrating confidence in social situations. Staff support children very effectively to take turns and have a go at weaving a long trail of wide sticky tape around the trees. Staff challenge children to find out which natural resources stick to the tape best. They engage children successfully in discussions about weight when some resources fall to the ground.

Staff promote children's physical well-being effectively. Children receive nutritious meals and snacks, and plenty of fresh air and exercise throughout the day. They eagerly take part in the 'morning run' and learn to stretch their muscles and relax during yoga sessions. Children have lots of opportunities to develop the strength in their fingers in readiness for early writing. For example, younger children complete simple lift-out puzzles, manipulate dough and decorate their creations with beads. Staff support younger children well to experiment with paintbrushes, water and chalks to mix colours on the wall outside. Older children use pencils, felt tips and paints confidently to create their artwork. They show good control and coordination as they use scissors safely to cut out their drawings.

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

- The manager and her leadership team are passionate about delivering a high-quality curriculum that meets children's individual needs. They have a clear vision for what they want all children to learn. They provide staff with training, support and coaching to enhance their skills and knowledge. Staff know the children extremely well and plan for what they need to learn next. The special educational needs coordinator (SENCo) swiftly identifies any delays in children's development and works very effectively with staff, other professionals and parents to provide children with the support they need to close gaps in learning. As a result, all children, including those with special educational needs and/or disabilities and children who learn English as an additional language, make good progress from their starting points.
- Children become competent communicators. Staff talk to children constantly and

use a variety of effective strategies to support the communication skills of children with speech delays. Staff introduce new words to extend children's vocabulary, such as when they encourage children to talk about the characteristics of a worm they find in the soil. Occasionally, during some activities, staff ask children questions and do not give them time to think and respond before providing them an answer or talking to other children.

- Staff provide children with opportunities to revisit activities to deepen their learning, such as when children explore how they can get the toy spiders out of the hardened cornflour and water mix. Children develop a love of books and songs, and staff support them well to practise their skills. For instance, younger children access the 'singing spoons' independently, recognise the pictures and sing the associated nursery rhymes confidently. Older children develop their imagination and enjoy building a house out of wooden blocks to protect them from the wolf in a story.
- Staff successfully engage children in games for long periods to help them practise their counting skills. Staff support children effectively to take it in turns to count to 10 while other children hide, developing their understanding of time. However, staff do not make full use of opportunities to extend older children's knowledge and understanding of shapes and patterns.
- Children develop skills and positive attitudes to learning in readiness for school. They form friendships, share, take turns and play cooperatively together, such as on the climbing frame in the garden. Children demonstrate good listening skills and follow instructions. For instance, younger children successfully find and put on matching pairs of wellington boots before they go outside to play. Older children learn to put on and take off their coats, hang them on pegs, and put on their shoes. Staff work with parents effectively to toilet train children.
- Parents speak glowingly about the pre-school and staff. They report that staff make them feel welcome in the setting and they appreciate the tailored settling-in procedures. Parents feel very well informed about their children's care, learning and development. They appreciate the support they receive from the SENCo and staff to provide consistency for children at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibilities to safeguard children. They demonstrate a confident understanding of child protection and know how to make referrals to the appropriate agencies should they have any concerns about children or adults. The manager follows safer recruitment procedures to ensure staff are suitable to work with children. Staff deploy themselves effectively to supervise children well, indoors and outdoors, to promote their safety and well-being. Staff teach children how to keep themselves safe. For example, they remind children to 'bend down to keep clear of low branches' when they move around the fruit trees in the garden.

What does the setting need to do to improve?

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

- give children time to think and respond to questions to support their critical thinking and language skills even further
- make full use of chances to extend older children's knowledge and understanding of shapes and patterns as part of the programme for mathematics.

Setting details

Unique reference number	EY341261
Local authority	South Gloucestershire
Inspection number	10235047
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	38
Number of children on roll	52
Name of registered person	Wick Pre-School Committee
Registered person unique reference number	RP909083
Telephone number	0117 937 4000
Date of previous inspection	3 November 2016

Information about this early years setting

Wick Pre-School registered in 2006. The pre-school is run by a management committee. It operates each weekday from 8am to 5pm for 50 weeks of the year. It is closed for two weeks over Christmas and New Year. The pre-school employs 11 members of staff who work directly with the children. Of these, 11 staff hold relevant early years qualifications from level 6 to level 2. The pre-school also employs an administrator and a cook. The pre-school receives funding for early education for children aged two, three and four years.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the provider's first routine inspection 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 and inspector completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of education being provided, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector interacted with children during the inspection. She talked to staff and parents, and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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