

Inspection of Wordsley Pre-School & Playgroup

The Wordsley School, Brierley Hill Road, Stourbridge, West Midlands DY8 5SP

Inspection date:

22 November 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Managers have not fulfilled their responsibilities to inform Ofsted of changes to directors who have oversight and governance and who work in the pre-school. Nevertheless, children arrive at the setting happy and motivated to learn. Staff interactions are gentle, warm and caring towards children. This helps children to confidently access the vibrant environment and feel a sense of belonging at the pre-school. Children lower their voices and get excited when they wrap an interactive cuddly toy up in a blanket. Staff use props to develop children's emotional security and communication. Children chant as they make the loud and quiet noises of animals.

Children's interests are carefully woven into new learning. Staff use this to build on what children already know and can do. For example, children are excited as they learn to whizz around on the bicycles, pretending to ride in a superhero car. They learn to carefully manoeuvre in and out of spaces and giggle and laugh when staff talk about their favourite superhero characters. Furthermore, singing is constantly used to help children build on their physical skills. For example, children express delight when they jump up and down on the trampoline as they clap and sing along to a song about jumping beans. This helps the shy children develop their confidence, and all children benefit from fresh air.

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

- Those with oversight and governance have not informed Ofsted about changes to directors. As a result, Ofsted has not been able to complete the required checks to assess the suitability of persons responsible for this pre-school.
- The dedicated managers and staff know their children extremely well. They use their knowledge of the children to build a well-sequenced curriculum for all children in their care. Despite the environment being shared with two-, three- and four-year-old children, the manager is able to explain the curriculum and how the environment is developed to support all age ranges.
- Children with a speech, language and communication need, and those from a disadvantage background, make good progress. Staff know children very well, which helps them to plan effectively and adapt activities to individual children's learning needs. For example, they test out different strategies, such as calm bags, sensory boards and comfort toys, to help children access the curriculum. Staff use rewards exceptionally well to engage children and promote positive behaviour. This raises children's self-esteem and helps all children to make progress so that they are ready for their next stage of development.
- Children's behaviour is consistently positive. Staff ring a bell to remind children that they are shortly going to transition between activities and prepare them for what comes next. They role model for children by showing them how to tidy and

put things away. They are polite and give children praise, such as 'well done, you did it'. This builds children's self-esteem and encourages them to have a go. Children are learning to make choices. They are encouraged by staff to self-serve at snack time and make choices from a selection of bananas, apples, cereal and raisins. Staff carefully stand close to children to extend their vocabulary by naming the actions, such as scooping and pouring. Furthermore, staff have social conversations with children. They help them to recall that yesterday was wet, so they needed to wear wellington boots, and today the sun is shining.

- Parent partnership is positive. Parents say that their children love the pre-school and enjoy coming in every day to see their friends. Parents feel that information is openly shared about their children and comment that they are extremely happy to raise concerns about their children's development.
- Children's positive attitudes to learning are developed by strong bonds with their key person. Staff take time to find out about children's starting points. For example, children who are unable to name their emotions are helped to express themselves by selecting an emotional colour monster that represents their feelings. This helps staff to make sense of children's emotions and give the correct level of support. Children develop a sense of self-awareness and emotional development.

Safeguarding

The arrangements for safeguarding are not effective.

Managers have not fulfilled their roles and responsibilities to inform Ofsted of changes to directors. Staff working with the children have suitable Disclosure and Barring Service checks. However, Ofsted has not been provided with the necessary information to complete the required in-depth checks for some of the directors who have responsibility for the governance of the pre-school. Staff recognise the signs of abuse and know the correct procedures to follow when reporting their concerns. They demonstrate an awareness of their responsibilities regarding 'Prevent' duty and female genital mutilation. The manager has implemented a safer mobile phone procedure and has put in place a robust recruitment procedure to ensure staff are suitable for their roles.

What does the setting need to do to improve?

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

	Due date
provide Ofsted with the necessary information relating to directors so that all suitability checks can be completed	16/12/2022

improve knowledge and understanding of the requirements to inform Ofsted of changes to those with oversight and governance.	16/12/2022
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Setting details

Unique reference number	EY367438
Local authority	Dudley
Inspection number	10233719
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	30
Number of children on roll	30
Name of registered person	Wordsley Pre-School & Playgroup C.I.C.
Registered person unique reference number	RP527604
Telephone number	01384 918740
Date of previous inspection	30 November 2016

Information about this early years setting

Wordsley pre-school registered in 2009 and is based in Stourbridge. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, during term time. Sessions are held on Monday, 9.10am to 12.10pm, and on Tuesday, Wednesday, Thursday and Friday, 9.10am to 3.10pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dal Malhi

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 pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and gathered information about how the provision and curriculum are organised.
- Parents shared their views of the pre-school with the inspector.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and reviewed relevant documentation.

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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