

Inspection of Wilby Village Pre School

The Pavilion, Wilby Playing Fields, Main Road, Wilby, Northamptonshire NN8 2UE

Inspection date:

18 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly as staff welcome them into this friendly pre-school. They engage well in activities that follow their interests. For example, children make their own creations out of play dough, saying they have made hedgehogs as staff talk to them. Children enjoy being outside. They shout, 'Look what I found' as staff encourage them to use magnifying glasses to search for bugs. Staff teach children to hold the bugs carefully, so as not to hurt them. However, at times, the quality of teaching is variable, and the curriculum is not yet ambitious or challenging enough to allow children to make as much progress as possible.

Since the COVID-19 pandemic, there have been changes to the staff team and committee. Although the manager has been working at the pre-school for some time, she is new to the manager role. As part of her new role, she has reflected on areas she wants to improve, such as reviewing ways of sharing information with parents and developing the staff supervision processes. However, these processes are yet to be embedded and understood by staff.

Children have strong bonds with staff. They behave well, which results in the pre-school having a calm atmosphere. Children react positively to staff, as they are asked to tidy up and follow the daily routine well. Staff remind children to use their manners and are good role models. Children show a positive attitude towards their learning.

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

- The manager and committee chair are passionate about raising standards and are aware of the weaknesses that need addressing. For example, the lack of supervision meetings has resulted in staff not having constructive feedback about their practice to raise teaching standards to a consistently good level. That being said, the manager is reflective and has made some improvements in other areas. She has worked closely with the local authority support team and implemented an induction process for new staff. Staff report that the manager supports their well-being and they are happy in their roles.
- The staff know the children well, and it is evident that children enjoy their company as they involve them in their play. Staff have a good understanding of the areas of learning and confidently discuss children's next steps. However, in practice, staff often just play alongside children. They do not consistently build on what children already know and can do in order to help them to make as much progress as possible. The curriculum is not yet ambitious or challenging enough to support children's development.
- Children enjoy staff reading familiar stories to them. Staff provide toy animals for children to use as props as they read, encouraging them to show their

animals to each other as the story progresses. This supports children's enjoyment and helps them develop a love of books. As children plant flowers and look at bugs, staff introduce words to them, such as 'bulbs' and 'roots', as well as words like 'delicate' to describe bugs. This supports children's communication and language development well.

- Although each child has a key person, not all staff fulfil this role as effectively as others. Some parents comment that they have had no contact with their child's key person since starting pre-school. This means some staff have not built effective relationships with parents to support children and their families as much as they could.
- Parents report that the staff are wonderful. They praise staff for guiding them when making referrals to specialist services to support children's needs. Parents say they enjoy seeing pictures on social media of activities children take part in. However, parents do not receive information from staff about children's next steps in learning or ideas to help them carry on their learning at home.
- Staff teach children about the world around them in a variety of ways. For example, staff encourage children to share their knowledge about rabbits as they spot one in the field nearby. Children happily discuss that their rabbits at home like carrots, and chat about other aspects of their home life. They continue to engage in conversations with staff as they intently watch the rabbit hopping around.
- Children are starting to learn about what food is healthy and what good hygiene routines are. For example, staff teach them that foods such as cucumbers and fruit are healthy as they eat lunch. At snack time, staff encourage children to pour their own drinks as they are offered milk or water. Children are supported to wash their hands before mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse children can be subjected to, including the signs a child is being exposed to radical views. They are confident in their knowledge of the pre-school's safeguarding policy and know the process of how to report concerns about children or adults. This includes how to escalate concerns outside of the pre-school. The manager ensures that staff have regular safeguarding training to keep their knowledge up to date. The manager and committee chair are aware of their responsibility to check the staff and committee members' suitability to work with children. The pre-school is safe, well maintained and secure.

What does the setting need to do to improve?

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

	Due date
implement and embed staff supervision, coaching and mentoring to develop staff performance and raise the quality of teaching to a consistently good level	30/06/2023
improve and embed a more ambitious and challenging curriculum, ensuring that staff understand how to implement this effectively to enable children to build on what they already know and can do	30/06/2023
improve the key-person role to ensure all staff build effective partnerships with parents	30/06/2023
ensure information is shared with parents about children's individual next steps in learning and how they can continue to support learning at home.	30/06/2023

Setting details

Unique reference number	EY278803
Local authority	North Northamptonshire
Inspection number	10280036
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 4
Total number of places	26
Number of children on roll	22
Name of registered person	Wilby Village Pre School Committee
Registered person unique reference number	RP517401
Telephone number	07800 665180
Date of previous inspection	22 September 2017

Information about this early years setting

Wilby Village Pre School registered in 2003 and is located in Wilby, Northamptonshire. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens during term time only. Sessions are Monday to Thursday from 9.15am to 13.15pm, and Friday from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has received 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation, such as the safeguarding policy.

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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