

Inspection of Wordsley Pre-School & Playgroup

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

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children benefit from a well-designed outdoor space at this pre-school. Staff carefully organise the outdoor environment to promote children's physical development. Children are inspired to explore the outdoor space with curiosity. They fill buckets with small stones and tip them into cement mixers. They watch as the stones spin and talk about them moving 'around and around'. Children enjoy the designated space to use wheeled vehicles. They ride around, following each other to different destinations. Staff encourage children who are stuck in a 'traffic jam' to find ways to keep moving. They ask children 'who should move first?'. Children identify that the car at the front should move and then they all follow. They smile at their successful resolution.

Children's emotional well-being is prioritised. Staff recognise when children are struggling to settle. They respond calmly to children and offer them cuddles. Children have time with staff to feel reassured and relaxed. Staff acknowledge the impact that the COVID-19 pandemic has had on children's social development. They organise routines and activities with this in mind. Children have opportunities to play alongside each other and learn to play cooperatively with support. They are beginning to make friendships and understand how they can work together during their play.

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

- The curriculum is designed to prioritise children's personal, social and emotional development, and communication and language. Staff spend time talking to children as they play. They describe what children are doing and add to their vocabulary. For example, as children play with dinosaurs in the sand, staff name them and describe their features.
- Staff are attentive to children. They recognise when children are feeling upset or angry and label these emotions for children, reassuring them and offering comfort. However, when children struggle with their behaviour, staff do not always respond consistently to children. As a result, children do not always know what is expected of them.
- Staff plan an environment that encompasses all areas of learning. Children have opportunities to develop their number recognition and practise tracing letters. They sit with staff and create pictures of ice creams using glue and coloured balls of paper. However, there are times when children are not fully absorbed in their learning. Children lose interest in planned activities and move on to play with something else. Therefore, children do not always attain the learning intended for them.
- Staff review children's progress regularly. Key persons know what children need to learn next. They observe children during their play and assess what they have

learned. They create appropriate next steps and plan activities that incorporate children's developmental stage and interests.

- Parents speak highly of the pre-school. They comment on the support that they are shown from staff, and how staff have helped their children to settle quickly. Parents express the joy that their children feel when they arrive at the pre-school and comment on the way they are greeted by staff. They receive regular communication and feel listened to if they have anything they want to discuss.
- Children learn to be independent. They are encouraged to carry out their own personal care routines and are offered support when needed. Children put their own shoes and coats on to play outdoors and help staff to tidy up at transition times.
- Children with special educational needs and/or disabilities make good progress. Staff promptly identify any gaps in children's development and create individual support plans for them. Parents contribute to children's learning targets and any referrals to external agencies are made swiftly. Staff seek advice from external agencies to ensure that children make good progress.
- Leaders have addressed the actions raised at their last inspection. They have reviewed their processes for notifying Ofsted of any changes to the provision and understand their responsibilities to ensure that this happens within a specific timeframe.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. They know signs that a child may be at risk of harm and talk confidently about the procedures they should follow if a concern arises. Leaders ensure that staff have up-to-date safeguarding and first-aid training. They risk assess the environment and take action to make sure that children are safe. They have an effective fire evacuation procedure, which children follow with confidence when they hear the fire alarm. Leaders have robust recruitment procedures in place to ensure that staff who are working with children are suitable to do so.

What does the setting need to do to improve?

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

- support practitioners to ensure that behaviour strategies are applied consistently across the pre-school
- strengthen the planning and implementation of adult-led activities to build on what children need to learn.

Setting details

Unique reference number	EY367438
Local authority	Dudley
Inspection number	10269479
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	39
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	22 November 2022

Information about this early years setting

Wordsley Pre-School & Playgroup 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 from 9.10am to 12.10pm, and on Tuesday, Wednesday, Thursday and Friday from 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

Christine Ward

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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