

Inspection of Weston Wombats

Weston Village Hall, Green Road, Weston, Stafford ST18 0JQ

Inspection date: 12 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the setting. They develop a trusting relationship with the key persons, who warmly welcome them. This helps children to feel safe and secure. The large range of age-appropriate resources builds upon children's developing skills. For example, children use chalk and crayons to mark make, which helps to develop their smaller muscles. Outdoors, children pretend to be in an aeroplane, flying to their holidays. Indoors, children sit with their friends, and they create stories with the small world figures. This helps children to develop their imaginative and social skills as they play.

Staff actively listen to children's voices and opinions. For example, during circle time, children recall events from home and discuss what they want to play with. This gives children confidence and raises their self-esteem. Staff have high expectations of children's behaviour. Children listen carefully and show an understanding of rules and boundaries. For example, at the end of circle time, the children all recite 'sharing is caring' and know to use their 'walking feet'. Children's behaviour is good, and they start to manage their own emotions. They understand the routine of the day and follow instructions well. Children take it in turns to be 'the leader' and proudly carry out tasks, such as leading their friends to the bathroom.

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

- Managers have a clear vision for the setting. They want children to be confident and independent thinkers. Staff undertake regular professional development to ensure they have up-to-date knowledge and skills to support children's learning. For example, staff have recently completed courses on speech and language and on how to support children with mathematics. This has had a positive impact on teaching and outcomes for the children.
- Staff gather starting points from parents upon enrolment and use these to develop their planning to build upon what children already know and can do. For example, to build upon children's knowledge of shapes and colour, staff plan a simple matching game where children match a shape on a board. However, this offers low-level challenge and excitement, and therefore it does not fully engage children in meaningful experiences.
- Staff integrate mathematical concepts into children's play and activities. For example, children count to see how many children are present each day. Staff support children to think as they ask questions, such as 'What number would it be if you add one more?' This supports children's mathematical skills and helps give context to numbers.
- Children are starting to develop an interest in books. They sit and independently turn the pages. They look at the pictures and point out interesting things to talk

about with their friends. This helps children to develop a love of literacy and books.

- Staff support children's communication and language development well. They model good language and narrate children's play. There are lots of opportunities for children to engage in conversation during the day, both with staff and their peers. This ensures that children use and hear a range of language.
- Children have opportunities and experiences outside the setting. For example, they go to the local school during World Book Day. Staff arrange for visitors such as a dentist, firefighter, and the community officer to come and talk to them. This supports children to gain knowledge of the world around them through meaningful experiences.
- Parents are happy with the setting. They get daily feedback on how their children have been. Parents have a termly newsletter detailing setting information and upcoming events. However, parents are not always fully aware of their child's stage of development or how they can support their child's learning at home.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff liaise with parents and outside agencies to fully support the children's development and outcomes.
- Staff encourage children's independence in a range of ways. For example, children can choose which activity to play with, and staff support them to independently use the toilet and wash their hands afterwards.
- Children's health and well-being are well promoted. They play outdoors daily, ensuring they get fresh air and exercise. Staff work hard to ensure that parents provide a healthy packed lunch for the children. Staff encourage children to wash their hands before eating and explain to them about keeping healthy.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of safeguarding procedures. They understand the signs and symptoms of abuse and know the procedures to take if they thought a child was at risk of harm. They understand who to contact should an allegation be made against a member of their team. Staff have undertaken regular safeguarding training to ensure their knowledge is current. Managers implement a robust recruitment procedure to ensure staff are safe to work with children. Daily risk assessments are completed to ensure the provision, resources and equipment are clean and well maintained. The security of the premises is robust, which means unwanted visitors cannot gain unsupervised entry. This ensures that children are kept safe and secure.

What does the setting need to do to improve?

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

- develop teaching to further inspire children's interest and curiosity, ensuring they have opportunities to engage in meaningful activities that challenge their learning
- support partnership working with parents to encourage them to be more involved in their child's learning.

Setting details

Unique reference number	218277
Local authority	Staffordshire
Inspection number	10301742
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	24
Number of children on roll	13
Name of registered person	Weston Wombats Committee
Registered person unique reference number	RP908604
Telephone number	07958 591 277 and 01785 607616
Date of previous inspection	11 January 2018

Information about this early years setting

Weston Wombats registered in 1992. It is based in Weston, Staffordshire. The pre-school is committee run and employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The pre-school opens on Tuesdays and Wednesdays, from 9.15am until 2.45pm, and on Thursdays, from 9.15am until 1.15pm, during term time only. It receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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