

Inspection of Welland Pre-school

The Pavilion, Spittlesfield, Marlbank Road, Welland, Worcestershire WR13 6NE

Inspection date: 20 July 2023

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

The individuals responsible for the leadership of the pre-school have failed to notify Ofsted of a significant event. This is a breach of the requirements. However, there has been no effect on the health, safety and well-being of children.

Children happily enter this inviting pre-school and quickly settle into the daily routine. They enjoy circle time at the beginning of the day, where they sit and welcome their peers and discuss the weather and letter of the week. This supports children to develop their listening skills and confidence when talking in a group. Children show a love of books. Staff are animated storytellers. Children delight in acting out the story of 'We're Going on a Bear Hunt'. Children excitedly shout out the familiar words as they stomp around the garden, which widens their vocabulary.

Staff have high expectations for children. Children behave well. They listen to instructions and follow rules. For example, when the bell rings, children know it is time to help to tidy up. Most children show an eagerness to learn and engage in activities. As a result, they are building positive attitudes towards their future learning.

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

- Those with overall oversight of the leadership of the pre-school do not fully understand their roles and responsibilities. They have not informed Ofsted of an event that affected the staffing structure and the management of the pre-school. Despite this, they were able to carry out a comprehensive investigation and ensure that a suitable interim manager was in post. Therefore, there was no impact on the children at the pre-school.
- The curriculum is challenging and interesting. Staff fully consider the learning intentions of the activities they plan and how to involve the children's interests. As a result, most children are keen to learn and engage for long periods. This helps them to make good progress in their learning. However, at times, some of the younger, quieter children spend time alone and do not participate in learning. The prolonged use of dummies stops these children from asking for help and communicating with others. This means that they are not making the full progress they are capable of.
- Children are well prepared for school. There is a strong focus on building children's independence with life skills, such as being able to open their lunch boxes themselves. The pre-school has strong links with the local school. Children have transition days and staff work closely with teachers to share information. Staff talk positively to the children about the move on to school. Consequently, children are excited and keen for the next part of their educational journey.

- Children learn to respect each other's opinions and the value of democracy. They take turns to vote on which book they would like to read next. They listen carefully as staff explain why they are voting. This supports children to feel important and valued.
- Staff are attentive to the individual needs of children with special educational needs and/or disabilities (SEND). Interactions between staff and children with SEND are kind and warm. Staff know the children well. Staff have strong support from the special educational needs coordinator. They work closely with other professionals and make timely referrals so that children get the early and ongoing support they need.
- Children are proud of their achievements. Work around the pre-school is clearly that of the children. Staff encourage children to be creative and follow their own ideas. They regularly praise children. They support children to discuss their feelings and manage their emotions. This builds children's sense of pride and self-esteem.
- Parents speak very highly of the pre-school. They say their children love attending and that the staff are supportive, welcoming and have a positive manner. They appreciate the regular sharing of information via an online app and daily handovers. Staff carry out regular observations and assessments, and children's progress is shared with parents. This allows parents to support children at home and close any gaps in learning quickly.

Safeguarding

The arrangements for safeguarding are effective.

The acting manager and staff fully understand their role and responsibility to safeguard children. Staff know the signs to look for if they are concerned about a child's welfare. The acting manager and staff know the procedure to follow if they are worried about a child. They know who to contact if an allegation is made against a member of staff. Staff carry out regular risk assessments of the learning environment. They count children in and out of rooms and deploy themselves effectively to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that those with overall responsibility for the management of the pre-school have a secure understanding of what needs to be notified to Ofsted.	18/08/2023

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

- support staff to recognise and involve those children who are quieter and do not interact, to help maximise their learning experiences.

Setting details

Unique reference number	EY402179
Local authority	Worcestershire
Inspection number	10303537
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	24
Number of children on roll	44
Name of registered person	Welland and District Pre School Group Committee
Registered person unique reference number	RP904845
Telephone number	01684311807
Date of previous inspection	2 July 2021

Information about this early years setting

Welland Pre-school registered in 2010 and is based in Welland, near Malvern, Worcestershire. The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school is open from Monday to Friday, term time only. Sessions are from 8.30am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Rudge

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 of the pre-school.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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