

# Inspection of Wollaston and Strixton Preschool

Wollaston Community Primary School, College Street, Wollaston,  
WELLINGBOROUGH, Northamptonshire NN29 7SF

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Inspection date: 18 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 this pre-school. They show their understanding of daily routines as they hang up their coats and put their lunch boxes away. Children find their name cards to put on the name board, developing their independence. Staff provide cuddles and reassurance and sing songs to less confident children to help them settle. Children are keen to engage in a good range of activities, both indoors and outdoors. They have a positive attitude towards their learning. Children listen to and share stories with staff throughout the day. Staff pause during stories, allowing children to join in. Children are keen to share their home experiences with staff. For example, they tell them it is their birthday and talk about the gifts they received. Staff listen with interest, which helps children to understand and develop positive, respectful relationships with others.

Staff talk to children about oral hygiene and visiting the dentist. Older children recall their recent visit as they share with the group that the dentist said to 'Lay back and say ah'. Children confidently approach staff to ask for additional items to include in their play. For example, they ask staff for more nappies as they play with the dolls. Staff plan activities to support children's physical skills. Children climb wooden steps in the garden and balance on wooden sleepers. They develop their small-muscle skills as they pick up rice and put it into bottles.

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

- The manager and deputy work well with the staff team. They have a clear vision of what they want children to learn and understand the curriculum they provide to broaden children's experiences. For example, staff build on children's interest in nature as they plan activities linked to the life cycle of a butterfly, including stories, pictures and videos.
- Staff know the children well. The key-person system enables them to assess what children can do and plan their next steps in learning. Staff hold termly meetings with parents and complete regular observations and assessments to ensure that children make good progress.
- Staff plan and deliver a variety of activities, which children access freely. In the garden, children receive support from staff to use small tools to dig in mud and look for worms. This helps children to develop the small muscles in their hands necessary for later writing.
- Staff support children's communication and language well. As staff read familiar stories to children about a friendly caterpillar, they teach them new words, such as 'cocoon' and 'chrysalis', helping children to build their vocabulary. Staff plan regular singing sessions and encourage children to join in.
- Staff plan group activities that build on children's prior knowledge. For example, following an activity observing the life cycle of a butterfly, they revisit the topic.

Staff use questions to extend older children's understanding and engage them in discussions. However, younger children struggle to understand and join in, as the activity is too advanced. Consequently, they lose interest.

- Children with special educational needs and/or disabilities are supported to make good progress. Staff devise action plans to provide them with targeted support. They work well with parents and other professionals and use additional funding effectively. For example, they have paid for advice from a speech and language therapist to support children's language and communication. Parents are informed of their children's learning and given help and advice to continue learning at home.
- Staff's approach to behaviour management is consistent. As a result, children's behaviour is good. Children are reminded of the pre-school rules, such as how to sit on chairs, and staff promote positive behaviour. When conflict arises, staff sensitively intervene and use sand timers as a visual cue.
- Staff benefit from regular supervision meetings with the manager. They say that they feel supported, both personally and professionally. The manager keeps staff's knowledge up to date through training and regular reflections of practice.
- Staff support and promote children's independence skills. For example, at snack time, children wash their hands independently. Staff encourage children to collect plates and serve their own food and drinks. Overall, children know and follow the pre-school routines. However, younger children struggle with the routine at the end of the session, and activities do not hold their interest until their parents collect them.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding and how to keep children safe from harm. They confidently explain the signs and symptoms of abuse and know how to report concerns. Staff are familiar with the whistle-blowing policy and the procedure to follow for reporting an allegation against a member of staff. They are familiar with the 'Prevent' duty guidance and aware of local safeguarding concerns, including female genital mutilation. Staff regularly attend training to keep their safeguarding knowledge up to date. The pre-school is secure, and staff follow visitor procedures. The manager checks the suitability of staff to work with children.

## What does the setting need to do to improve?

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

- plan activities more precisely to meet the development needs of younger children
- improve and adapt activities at the end of the session to ensure they support

younger children's interests.

## Setting details

<b>Unique reference number</b>	EY390774
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10279791
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Wollaston and Strixton Pre-School Committee
<b>Registered person unique reference number</b>	RP901879
<b>Telephone number</b>	01933 664 551
<b>Date of previous inspection</b>	18 September 2017

## Information about this early years setting

Wollaston and Strixton Preschool registered in 2009 and is located in Wellingborough, Northamptonshire. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications between level 2 and 6. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 2pm. The before- and after-school club opens Monday to Friday, during term time, from 7.30am until 8.45am and from 3.30pm until 6pm, Monday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sheila Sidey

## 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 manager and deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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