

Inspection of Orton Wistow Under Fives

Orton Wistow Community Centre, Napier Place, Peterborough PE2 6XN

Inspection date: 5 October 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 at this setting are happy and confident. They develop close relationships with staff and their key person through an excellent settling-in process. Families have regular contact and communication with key persons, giving them a thorough understanding of their children's learning and development at the setting.

Children demonstrate good behaviour throughout their play. Staff provide group activities, and children are excited to join in. They sit and listen carefully, and adults provide support for the younger children in the group. Children engage in activities and ask questions to expand their knowledge. Activities are planned by staff to support children's development. For example, children enjoy exploring the range of toy animals and staff add different textures to the play to extend children's vocabulary. Children learn new words quickly and develop good communication skills.

Children develop a love of books. Staff read to children with enthusiasm and discuss the pictures they can see. They spend time answering children's questions to help them develop their comprehension skills. Children listen carefully and enjoy sitting in the book corner with staff and independently to look at different stories.

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

- Staff provide children with a safe and warm environment where children can develop their confidence and independence, ready for starting school. Staff provide praise and encouragement for all children. Children have a vast range of activities to support their independence. They help to prepare snacks for the group and access a drinks station, where they pour their own water throughout the day. Children demonstrate their skills when putting on their coats and pouring drinks. They are confident and can ask for help when needed.
- Staff provide children and families with a robust settling-in process. This gives parents opportunities to visit the setting multiple times and develop good working relationships with staff. Parents are fully informed about their child's key person, and they are kept up to date about their child's initial progress while settling in. The key person develops extremely close bonds with children, giving them a safe environment where children feel comfortable and happy. However, information about home learning opportunities is not always communicated effectively with parents.
- Staff promote early writing skills. Children have access to a range of writing and drawing equipment and use this throughout the day. Children are very proud of the pictures they draw and use their name labels to copy the letters from their name, supporting children's independence and school readiness.
- Staff promote diversity for all children. They celebrate religious events that are

relevant to the children at the setting. They continuously teach the similarities and differences between all people and have open conversations about children's race and ethnic backgrounds throughout day-to-day activities. Children learn about a range of cultures and beliefs and appreciate each other for who they are.

- The manager carries out regular supervisions with staff throughout the year and observes staff's practice daily. However, training is not always specifically focused on improving staff's practice to the highest standard.
- Staff provide excellent role modelling to children throughout the day. This supports and encourages children to meet the high expectations held by the staff. Children are kind to each other, inviting their friends to play, and demonstrate good manners. They wait their turn patiently when lining up to wash their hands and share resources with peers throughout the day. Children learn the importance of British values and develop good social skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff are very knowledgeable about the safeguarding procedures in place at the setting. They have a good understanding of abuse and know when a child may be at risk of harm. They demonstrate a good understanding of safeguarding concerns such as radicalisation and county lines. The designated safeguarding lead ensures staff have access to all contact details, and staff are confident to contact the local authority if they have concerns. All staff understand their responsibility for reporting any concerns about adults at the setting. The manager ensures staff's knowledge is kept up to date by attending regular and relevant safeguarding training.

What does the setting need to do to improve?

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

- develop the sharing of information with parents to enable them to fully support their children's learning at home
- provide further and more targeted training to raise the quality of teaching to an even higher standard.

Setting details

Unique reference number	256799
Local authority	Peterborough
Inspection number	10301053
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	26
Number of children on roll	24
Name of registered person	Wistow Under Fives Committee
Registered person unique reference number	RP904621
Telephone number	07547689759
Date of previous inspection	26 January 2018

Information about this early years setting

Orton Wistow Under Fives registered in 1988. The playgroup employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, two at level 3 and one holds a foundation degree at level 5. The playgroup opens from Monday to Friday during term time only. Sessions are from 8am to 5pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times 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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