

Inspection of William Farr Pre School Ltd

Welton St. Marys Church of England Primary Academy, School Drive, Welton,
Lincoln LN2 3LA

Inspection date: 10 January 2024

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

Staff provide a warm, friendly welcome as children enter the homely and safe pre-school. Children quickly settle and immerse themselves in their play, eager and ready to learn. Staff are positive role models. They gently remind children about using their manners as they play. Children play harmoniously with their friends as they are helped to attach pieces of a jigsaw puzzle. They show pride as staff praise and encourage their efforts when they successfully finish the puzzle.

Staff support children to mould and make 'pizzas' from play dough. Children are encouraged to think about what they could use to squash the dough flat to make their pizza bases. Children build their small-muscle skills as they manipulate and squeeze the dough. Children develop listening skills as they listen intently to a story. Staff encourage children to ask relevant questions as they talk about the different characters and emerging storylines.

Staff build on children's mathematical knowledge as they help them to prepare their snacks. Children are encouraged to think about how to cut their toast in half and make their bananas smaller as they cut them into sections. Staff prompt conversations with children as they ask questions and help them to recall events from home. Children giggle with their friends as they notice they have a 'milk moustache'.

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

- The manager and the staff have created a curriculum that builds on what children already know and can do and prepares them for their next stage of education. They prioritise developing children's independence, social skills, and communication and language. Consequently, children make good progress in pre-school.
- Staff help to build children's confidence and consistently support their emotional security. For example, children show pride when they notice they are the 'daily helper'. They recognise their picture on the board and exclaim, 'Look at the picture of the special helper, that's me' However, staff do not always notice and support quieter, less confident children during group activities. As a result, these children do not always benefit from these sessions.
- Children benefit from exploring an inviting and secure garden at the pre-school. They develop their large-muscle skills as they scramble up climbing apparatus and skilfully propel bicycles with their feet. However, staff do not always engage and interact with children during their time outdoors. This results in children's learning not being maximised to its fullest potential.
- The manager and staff have high expectations for children's behaviour. With the children's suggestions, they have created 'pre-school rules' that children are

familiar with and can recall. The children follow effective daily routines. For example, when staff ring a bell, children know it is time to help tidy up. Sand timers are used to help children learn when it is their turn to play with a toy. Children learn to be kind and respectful to their friends and the adults around them.

- Parents speak highly of the care and progress their children make while at pre-school. Parents state the staff's collaborative approach has helped children succeed developmentally. They receive regular updates on what their children have been learning at pre-school. Parents comment that they feel the manager and the staff have 'brought their children out of their shell' and the caring, kind staff make children feel 'safe and loved'.
- The manager ensures that the long-standing and close-knit staff team work together and ensures they are reflective in their approach. Regular staff supervision and meetings ensure that staff contribute to developing the pre-school. Staff report they feel happy in their roles, and workloads are manageable.
- The manager and staff support children with special educational needs and/or disabilities (SEND) well. They work with other professionals to swiftly provide for children who require additional support. The special educational needs coordinator is proactive in her approach, and ensures that she receives regular training and attends meetings to help her in her role. Children with SEND are progressing well in preparation for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to recognise when to adapt learning activities, to support quieter or less confident children to have the best possible learning experience during group times
- strengthen teaching outdoors to maximise children's learning across all areas of the curriculum.

Setting details

Unique reference number	EY295032
Local authority	Lincolnshire
Inspection number	10307859
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	22
Number of children on roll	17
Name of registered person	William Farr Pre-School Playgroup Limited
Registered person unique reference number	RP904167
Telephone number	07759 937556
Date of previous inspection	28 March 2018

Information about this early years setting

William Farr Pre School Ltd registered in 2004 and operates from Welton St. Marys Church of England Primary Academy, in Welton, Lincoln. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens term time only. Sessions are from 9am until 3.30pm, Monday to Thursday and from 9am until midday on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 all areas of the pre-school and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The children communicated with the inspector during the inspection.
- The inspector talked to the 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 manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.

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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