

Inspection of Wroughton Pre School

The Church Hall, Priors Hill, Wroughton, SWINDON SN4 0RT

Inspection date: 10 May 2024

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 manager and staff implement a varied curriculum, helping all children, including children with special educational needs and/or disabilities (SEND), to develop the skills they need for future learning. Children's independence shines as they recognise their named pegs, take off their coats and hang them up. Children build and develop their small muscles when squeezing tubes that release water as they wash their hands independently. Outside, older children learn to negotiate space and practise using their bigger physical skills as they lift and carry small tyres, stacking them on top of each other. They work together and use vocabulary such as 'It is wobbly' and 'I have big muscles.' Staff encourage children's mathematical development and ask them, 'How many have you stacked?' Children confidently count to 10, holding up 10 fingers. Children manage their own conflicts and solve problems well when deciding who is going to use the whisk first as they stir sand, water and flowers to make pancakes.

Parents report on consistent sharing of information regarding their children's development and next steps in learning. They value 'stay and play' opportunities and comment on how staff are 'reassuring, warm and approachable'. Parents notice how children have 'grown in confidence' and have an 'inquisitive love of learning'.

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

- Managers regularly reflect on the curriculum to ensure it is tailored to meet the needs of individual children. Staff set up activities for children based on their interests and needs. For example, children enjoy filling and emptying cups of water. They focus well and develop their hand-eye coordination as they pour from one small cup to another. However, staff do not make the most of interactions with children to challenge their learning further to help them to build on what they already know.
- Staff know children well and use effective assessment to track children's progress from their starting points. The manager closely monitors learning and swiftly identifies when children need support. However, on occasions, staff are inconsistent in managing children's behaviour and do not help children to understand how their actions have an impact on others.
- Children develop a love of literacy as they intently look through books, turning the pages and pointing to pictures. They independently repeat phrases from the book as they link the picture to the story. For example, they say, 'Back through the cave! Tiptoe! Tiptoe! Tiptoe!' Children sit outside and look at books together, discussing their favourite and saying, 'Mine is "The Hungry Caterpillar".'
- Staff place a good focus on children's well-being and have implemented strategies to support this. For example, children use a 'feelings board' to help them label their emotions each morning as they place their name alongside how

they feel, such as 'happy' or 'sad'. Managers are working together to support children's self-regulation by creating a more focused 'sensory area' where staff can take children when they need some quiet time to discuss and understand their feelings.

- Staff support children's curiosity and understanding of the world around them. Children enjoy trips out to the local shops and learn about the importance of a community when they take part in events such as the yearly community duck race. Children learn about occupations and receive visits from firefighters and the police. The manager uses additional funding to provide children with varied experiences, particularly supporting their physical development, such as through dance and rugby groups.
- The dedicated manager recognises the importance of self-evaluation and has good oversight of the provision. The recent introduction of the room for two-year-olds has had a positive impact on children's confidence and focus. The manager places high regard on the well-being of staff. The staff have regular supervision sessions and undertake specific training that further enhances their skills and knowledge. For example, staff have recently completed 'trauma in childhood' training to support children in managing their emotions.

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 implement more consistent approaches to behaviour management to help children better understand how their behaviour has an impact on others
- develop staff interactions with children to build on what children already know and can do to challenge their learning even further.

Setting details

Unique reference number	507874
Local authority	Swindon
Inspection number	10335194
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	28
Number of children on roll	45
Name of registered person	Wroughton Pre-School Committee
Registered person unique reference number	RP524627
Telephone number	01793 812888
Date of previous inspection	7 June 2018

Information about this early years setting

Wroughton Pre School opened in 1974. The pre-school employs 10 members staff. Of these, six hold appropriate early years qualifications at level 3, two hold qualifications at level 2 and two members of staff are unqualified. The pre-school opens Monday to Friday, from 9am until 3pm, during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chelsea Woollard

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.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views on the setting with the inspector.

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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