

Inspection of North Wraxall Pre-School Playgroup

Community Hall, North Wraxall, CHIPPENHAM, Wiltshire SN14 7AF

Inspection date: 3 October 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

Children arrive at pre-school eager and full of excitement for their day. Staff happily welcome parents and children. They give parents time to settle their children and share any information that will help staff meet their children's needs throughout their day. Children enter the playroom with confidence, settle quickly and find a favoured activity to engage with.

The provider and staff create and deliver an ambitious curriculum with the children at the centre. They focus on developing children's confidence and resilience, while incorporating children's interests and ensuring they are ready for their next stage of learning. For example, children develop their small hand muscles in preparation for early writing as they use different-sized tweezers to collect various autumnal objects. When children encounter difficulty, they persist, and staff support them with words of encouragement. Children beam with pride when they achieve their goals.

Children create meaningful relationships with staff and their peers. They enjoy comfort from staff and seek them out for help when they need it. In the garden, children giggle as they chase each other on bikes. At circle time, children sing together and take turns listening to their friends as they count the number of staff and children at pre-school.

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

- Staff report that they are well supported by the provider. They have regular opportunities to share their views and discuss their roles. Staff say they have a very supportive team and work well together. Most recently, staff have done 'five to thrive' training, which they say was very beneficial in understanding the link between healthy communication and brain development. It has reassured staff that they are using the right approach in their practice and they are now considering how this can be developed even further.
- Staff know all the children well. They identify any gaps in learning, seek support from external agencies and work closely with parents to get children the help they need. Staff plan effectively to meet children's needs, using additional funding for resources specific to each child and adapting their teaching style to suit each individual. For example, staff provide effective support through their interactions with children as they explore with water, copying children's actions and modelling language. Children look to adults and use gesture to request their support. All children make good progress from their starting points.
- Parent partnerships are very strong. Staff share ideas with parents to enable them to promote their children's development at home to help ensure continuity of care and learning. Parents say that staff are kind and approachable and that

their children love attending the pre-school. Parents of children with additional needs say that staff go 'above and beyond' to ensure parents and their children are happy and that their needs are catered for.

- Staff develop children's independence from a young age. Children access their own drinks during the day and make choices in their play. However, at times, staff do not use consistent strategies to help children understand what is happening now or next, or what is expected of them. For example, when staff tell children it is snack time, some children sit at the table, while others wander around, unsure of what is happening. Furthermore, when children sit down for snack, some repetitively get up and down from the table, as staff do not make them aware of the expectations.
- Staff create exciting opportunities for children to enhance all areas of their development. Children develop their imaginative skills as they sprinkle glitter and use their hands to spread paint to create pictures. Staff spark discussions with children about their creations to develop their communication skills. Staff encourage children to develop their critical thinking skills as they explore, for example how they might get a toy car to fit when it gets stuck in the play garage. Children are confident to share their ideas and have a go.

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 make their expectations of children clear during routine activities and group times to help children to learn to manage their own actions.

Setting details

Unique reference number	199393
Local authority	Wiltshire
Inspection number	10366879
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	25
Number of children on roll	25
Name of registered person	North Wraxall Pre-school Playgroup Committee
Registered person unique reference number	RP901867
Telephone number	01225 891 550
Date of previous inspection	11 March 2019

Information about this early years setting

North Wraxall Pre-School Playgroup registered in 1969. It opens from 9am to 4pm on Monday and from 9am to 3pm on Tuesday to Friday, during term time only. The setting offers government-funded places. Six members of staff work directly with the children. Of these, four hold a level 3 early years qualification and two are unqualified.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 spoke with the nominated individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector and the provider carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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