

St Weonards Pre school

St. Weonards CP School, Mount Way, St. Weonards, Hereford, Herefordshire, HR2 8NU



Inspection date	12 June 2015
Previous inspection date	29 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff plan a broad range of activities for children, which supports them to make good progress in their learning and prepares them well for their eventual move to school.
- Good partnerships with parents are maintained due to a constant flow of communication and a shared understanding of how to support children's learning. Parents are very pleased with the home-from-home environment and the progress children make at the pre-school.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with staff and visitors.
- Staff place a strong emphasis on outdoor play. Children choose when they want to play outside and enjoy a very good range of resources and activities. They enjoy planting vegetables and looking for bugs in the pretend bug hotel.
- Children are protected from harm. Safeguarding practice is regularly discussed and policies and procedures are implemented well.

It is not yet outstanding because:

- Staff do not make sure that all areas of the room are well organised so children can concentrate on their chosen activity.
- Staff do not make the most of opportunities to raise children's awareness of the benefits of healthy lifestyles.

What the setting needs to do to improve further

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

- support children to focus on their chosen activity by improving the organisation of resources and the layout of the room, for example, by considering where toy boxes are stored
- consider further the type of refreshments provided for children at snack time and raise their awareness of the benefits of healthy lifestyles, for example, by including them in discussions about nutritious food and drinks.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environments.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Tina Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan play activities that cover all areas of learning and include children's interests. Staff know children very well and are aware of each child's learning style. They regularly observe their play and use these observations to plan what children need to learn next. As a result, children make good progress. Children are engaged because staff extend their learning through a series of related activities that provide enjoyment and fully engage their attention. For example, children learn about growth and change. They plant sunflower seeds and observe caterpillars change into butterflies. There is a strong emphasis on promoting children's language and speaking skills. Staff listen carefully as older children recall what they know at circle time. For instance, they talk about rules and explain why sharing is important. Younger children fill and empty containers with sand and use their imaginations as they make pretend cakes in the mud kitchen. Children are encouraged to count and recognise numbers and they use mathematical language to talk about shapes and size. Overall, staff provide children with a range of experiences that help them to gain the skills needed for the next stage in their learning.

The contribution of the early years provision to the well-being of children is good

The pre-school is a warm, welcoming environment and has a range of generally good quality resources. However, children's learning is not always maximised. This is because the room is overly full and some areas are not well organised. For instance, younger children show an interest in books but are distracted by toys that are stored in the same area. Staff are caring and kind and the pre-school has an effective key-person system. Consequently, children form close relationships with staff and gain self-confidence and self-esteem. Children are beginning to learn about healthy lifestyles and have ample opportunities to exercise in an interesting outdoor area. However, the snacks provided for children do not always benefit their good health. For example, at snack time they choose from a selection of sugary drinks. In addition, staff do not use routines, such as mealtimes to talk to children about the importance of a healthy diet. Children who speak English as an additional language are supported to settle into their new routine through the use of props, including a visual timetable.

The effectiveness of the leadership and management of the early years provision is good

The management team have a good understanding of the legal requirements. The manager effectively reviews the overall quality of the pre-school and identifies areas for improvement. For example, she has identified that she needs to make sure all staff are registered so that they are able to access online training during the summer holidays. Staff are well qualified, enthusiastic and committed to promoting a good quality provision. This has a positive impact on children's experiences. The manager regularly meets with staff to talk about their practice and to identify training needs. Children receive a shared and consistent approach to their learning because staff have good partnerships with other providers and local schools.

Setting details

Unique reference number	960036
Local authority	Herefordshire
Inspection number	855642
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	10
Name of provider	St Weonards Pre school Committee
Date of previous inspection	29 March 2010
Telephone number	01981 580564

St Weonards Pre school was registered in 1976 and is located in St Weonards in Hereford. The pre-school employs four members of staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two- three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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