

# Wymondham Pre-School Playgroup

Sir John Sedley Community Centre, 3 Glebe Road, Wymondham, MELTON  
MOWBRAY, Leicestershire, LE14 2AF



<b>Inspection date</b>	29 June 2016
Previous inspection date	19 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The committed and dedicated provider is effective in continually developing the pre-school. She is aided by enthusiastic staff and supportive parents. This helps to ensure identified improvements are achieved and outcomes for children are good.
- Teaching is good. The provider and staff are well qualified and have a good understanding of how children learn.
- Children are confident and display good levels of self-motivation and self-esteem during their play. They are respectful towards each other and demonstrate secure relationships. Children are well prepared for their next stages of learning, including the move to school.
- The environment, both inside and outside is well organised and stimulating. There is a wide range of interesting toys and resources that children access independently. Staff understand how to extend activities and provide different experiences to ensure a good coverage of the areas of learning.
- There is strong partnership working with other childcare professionals and settings. This provides opportunities for staff to share ideas and helps to further develop their skills and knowledge. The pre-school has highly effective links with local schools which helps to support transition arrangements.

### It is not yet outstanding because:

- Initial information gathered from parents does not yet focus sufficiently on finding out what their children know and can do.

## What the setting needs to do to improve further

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

- find out more from parents about what their children already know and can do when they first start.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and also took account of their views through written feedback.
- The inspector spoke to the staff and children throughout the inspection.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment and vetting procedures are robust. The premises are safe and secure. Staff regularly update their knowledge of child protection. They have a secure understanding of their responsibility to monitor and report any concerns regarding the welfare of a child. Policies and procedures are implemented effectively. The provider values the professional development of staff. She ensures there are appropriate opportunities to build on staffs existing skills through regular supervision meetings and targeted training. Parents highly recommend the pre-school. Written comments from parents describe staff members as, approachable, professional, supportive, welcoming, nurturing and compassionate.

### Quality of teaching, learning and assessment is good

Staff carry out regular observations and identify the next steps in children's learning. They provide a broad range of activities based on children's individual needs. There are regular meetings with parents to discuss children's progress and they have continual access to their children's records. Young children enjoy solving problems as they send vehicles through a large cardboard tube. They experiment with different sized vehicles and observe what happens. Older children use their imagination in the role play kitchen. They pretend to get carrots for their rabbit and porridge for their bear. Children explain that bears eat porridge and are able to retell the story of Goldilocks. Children demonstrate good communication and language skills as they end their story with, 'Baby bear's porridge was perfect'. Children with special educational needs or disability are supported well through strong partnerships with parents and other professionals.

### Personal development, behaviour and welfare are good

Staff have kind and caring relationships with the children. During a flexible settling-in period staff get to know the parents and gather information on their child's individual care needs. Children are happy and relaxed. Their independence is encouraged as they carefully serve their own lunches and pour their own drinks. Staff take this opportunity to discuss different food to help children understand about making healthy choices. The outdoor environment is idyllic. Children have tremendous opportunities to develop their physical skills, learning to take risks and keep themselves safe. For example, they build structures with crates and planks of wood or use real tools and materials, under supervision, to create objects. This helps to support children's creativity and problem-solving skills. Children grow their own fruit and vegetables, which are used in their meals. This helps them to develop an understanding of the nature and where food comes from.

### Outcomes for children are good

Children make good progress from their starting points. Older children show they are well prepared for their move to school. For example, they demonstrate their ability to link sounds to letters, listen to and contribute to stories. They competently manage their personal care needs. They enjoy making choices and joining in with routines. Children are eager to learn and talk excitedly about their new school and teacher.

## Setting details

<b>Unique reference number</b>	EY355521
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	863403
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Wymondham Preschool Limited
<b>Registered person unique reference number</b>	RP535369
<b>Date of previous inspection</b>	19 May 2011
<b>Telephone number</b>	01572 787334

Wymondham Pre-School Playgroup was registered in 2007. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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