

Wootton Wawen Pre-School



The Village Hall, Alcester Road, Alcester Road, Wootton Wawen, West Midlands, B95 6AY

Inspection date	25 June 2018
Previous inspection date	7 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 parent management committee work together with staff to identify ongoing improvements, thereby, making sure that outcomes for all children are good. There are strong links between the pre-school staff and the local school. For example, children have regular physical exercise sessions at the local school and the Reception teacher visits the pre-school in the summer term.
- Staff provide a range of stimulating learning opportunities, indoors and outdoors, that help to keep children motivated and deeply involved in their learning. Children move freely between the indoors and outdoors. They play outdoors for extended periods throughout the day.
- Staff build effective relationships with children. For example, they are friendly with children and offer them cuddles, when needed. Furthermore, staff listen carefully to children and praise their contributions so that children feel valued. This helps children to feel relaxed and safe and to engage in new experiences.
- Staff act as positive role models. Children copy this behaviour, learn to respect each other and are encouraged to explore their own feelings.

It is not yet outstanding because:

- Staff do not always involve parents, as much as possible, in the assessments of their children's learning when they first start at the pre-school.
- Staff do not use the information they gather from observing children's learning as effectively as possible to support children to make rapid progress.

What the setting needs to do to improve further

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

- gather more information from parents about what their children already know and can do, to involve them more fully in the assessment of their child's starting points in learning
- use the information gathered from observing children's play, even more effectively, to support children to make rapid progress in their learning.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have attended child protection training. They are fully aware of the signs of abuse and the procedure they must follow if they have any concerns about a child. The parent management committee and the manager provide staff with individual meetings where they can discuss any concerns and their development opportunities. The manager monitors the educational programme and uses suitable guidance to benchmark children's ongoing achievements. Any areas of learning, that children may fall behind with, are quickly identified and set as a focus.

Quality of teaching, learning and assessment is good

Staff help children to develop a wide range of skills and they prepare them well for the next stage in their learning, such as school. One member of staff has attended storytelling training. This helps her to plan storytelling sessions that incorporate literacy and numeracy in a fun and exciting way. Staff understand and use a wide range of effective teaching strategies. For example, they ensure that circle time provides children with regular opportunities to get to know each other in the group. During such times, staff encourage children to increase their knowledge of the days of the week, the months of the year, the date, the season and the weather. They also encourage children to develop their understanding of numbers and letters. Staff introduce new vocabulary and use questions that challenge children to think as they play in the sand. For example, they ask children to identify the plastic toy insects and describe their features. Staff follow children's interests and add saucepans and a potato masher to the sand play. Children who need additional help to develop their communication skills are supported well. For example, staff are confident in their use of signing with children, which promotes the use of actions to support the spoken word.

Personal development, behaviour and welfare are good

Staff provide children with activities that encourage them to learn about healthy eating. For example, children explore and taste a wide range of freshly cut fruit and vegetables. Staff provide children with nutritious and well-balanced snacks. They provide children with opportunities to move, carry and combine materials outside in endless ways. For example, children line up the large plastic boxes and pretend it is a bus. They sit huddled in the boxes together and pretend to drive using the old steering wheel.

Outcomes for children are good

Children play cooperatively together and develop good relationships with each other. Younger children learn to recognise their names and older children begin to sound out and write some of the letters of their name and other words. Children are engrossed as they paint the fences outside with water. They concentrate as they cut materials and stick these tiny pieces onto paper to make their own pictures. Children enjoy annual trips to places of interest, such as to country parks and farms. They develop positive relationships with community members. For example, they enjoy termly visits to the local church.

Setting details

Unique reference number	200875
Local authority	Warwickshire
Inspection number	1103060
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	26
Name of registered person	Wootton Wawen Pre-School Committee
Registered person unique reference number	RP522514
Date of previous inspection	7 November 2014
Telephone number	07752 381205

Wootton Wawen Pre-School registered in 1992. It is managed by a non-profit incorporated voluntary association. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications, one at level 6, one at level 3 and another at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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