

Inspection of Great Witley Pre School Playgroup

Great Witley Village Hall, Worcester Road, Great Witley, WORCESTER WR6 6HR

Inspection date: 9 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is not consistent across the setting. Most children concentrate and focus well during small-group activities. They listen carefully, respond appropriately, and confidently express their views. Some adult-led sessions are well planned for the age and developmental stage of the children. Early mathematical and literacy skills are being introduced and practised daily. However, during free play, children are not supported and stimulated well enough. This results in some children wandering and not being engaged or supported to interact with their peers. This means not all children make the best possible progress.

Children are happy and confident to explore, as staff ensure that they feel safe and secure. Children behave well and follow the behaviour expectations of the setting. These include joining in with a pledge every day to say they will use 'kind hands', 'kind words' and a 'kind heart'. Children take turns and share with their peers. Staff teach them to use the language of feelings, to support them with emotional development. During the COVID-19 pandemic, the setting worked hard to keep in touch with children and families. Staff are now welcoming parents back into the setting.

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

- Since the pandemic there have been staff changes at the pre-school. The manager reports not being able to monitor the provision as well as she would like. This has led to the manager not identifying areas for staff's professional development. For example, staff have completed communication and language, social, emotional and mental health training. However, not all children are benefiting from this. Staff do not share and model good practice in the setting. This means teaching is not consistently good, which has an impact on children's learning.
- The provider has failed to ensure suitability checks are completed for all committee members. However, as the nominated person, who is also the manager, oversees legal responsibility for the setting and is known to Ofsted, the impact of this is minimal.
- Key persons greet children warmly on arrival. They get to know children and their families well. They identify concerns early and signpost families for support. However, staff do not always plan activities that promote children's next steps in learning. Furthermore, staff deployment is not always used effectively to fully support children's learning.
- The curriculum is not securely embedded. Some children, particularly those with special educational needs and/or disabilities, are not always supported effectively. Staff do not consistently provide them with a language-rich environment. At times, there are limited physical opportunities for them.

Furthermore, staff do not consistently support their social interaction successfully to extend their learning. This prevents some children from making good progress, especially in the prime areas of learning.

- Transitions to school are well supported. Close links with the local primary school are established. The Reception class staff visit the children in pre-school regularly during the summer term. This enables children to build relationships with school staff and aids smooth transitions. Staff are aware of the skills children need to be ready for school and put strategies in place to develop these skills.
- Children are encouraged to develop a love of books. They access the 'reading nook' independently to share stories with their peers. Staff share familiar stories, songs and rhymes during the session. Children also sing songs during routine times, such as when having nappies changed and getting ready to go outside.
- Safe hygiene and care practices are in place to ensure children stay healthy. Children wash their hands regularly and eat a healthy range of fruit and vegetables at snack time. They also learn about the importance of good oral health.
- The manager ensures the pre-school is an inclusive setting and challenges discrimination. She recognises the effect that the pandemic has had on families and supports them to help reduce the impact on children.
- Parents speak positively about partnerships with staff. They receive regular communication about their children's learning and next steps. Parents and key persons have time and opportunity to share concerns and 'wow' moments in children's learning and development. Staff provide suggestions to support and extend children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The manager and staff complete risk assessments to ensure the safety of children in and around the pre-school. This includes the village play area and the all-weather hard surface court that the setting has use of. Toys and resources are safe and well maintained. All staff demonstrate a clear understanding of safeguarding and what to do if they have any concerns. The manager is the designated safeguarding lead. She works proactively with other safeguarding professionals to protect children. Thorough recruitment, induction and ongoing suitability procedures are in place to ensure staff are suitable for their roles.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure suitability checks are completed for all committee members	14/07/2022
improve monitoring of staff to ensure all staff have the skills and knowledge to support all children's learning and development	09/09/2022
improve interactions with children to help all children make good progress, particularly in the three prime areas of development	09/09/2022
ensure planning considers children's next steps and that the activities and experiences provided support all children to make the best possible progress.	09/09/2022

Setting details

Unique reference number	EY396447
Local authority	Worcestershire
Inspection number	10116476
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	Great Witley Pre-School Committee
Registered person unique reference number	RP529116
Telephone number	0758 188 1241
Date of previous inspection	20 October 2015

Information about this early years setting

Great Witley Pre School Playgroup registered in 2009. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, two hold appropriate early years qualifications at level 3 and two have qualified teacher status. The pre-school opens from 8am to 3.30pm on Mondays, Tuesdays, Thursdays and Fridays, in term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Sharon Wilcox
Josephine Heath

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 completed a learning walk with the inspector of all the areas of the pre-school and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke with parents to gather their views and opinions of the pre-school.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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