

# Wellesley Park Pre-School

Wellesley Park School, Homefield, WELLINGTON, Somerset, TA21 9AJ

## Inspection date

Previous inspection date

06/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff provide highly skilful, meaningful support and teaching during child-initiated activities, so children become deeply engrossed in their learning.
- The manager seeks high quality care and learning for children and provides an outstanding role model for staff.
- Staff build exemplary partnerships with parents, other settings that children attend and outside professionals to enable all children to reach their full potential.
- Children gain an outstanding awareness of safe and healthy lifestyles.
- The excellent key person system enables staff to have an outstanding awareness of children's individual backgrounds and provide a nurturing environment for children to feel emotionally safe and secure.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities inside, outside and in the school hall.
- The inspector carried out a joint observation with the manager.
- The inspector checks safeguarding information and the premises.
- The inspector spoke to parents, staff and children, and took account of the settings self-evaluation.
- The inspector sampled documentation, including policies and procedures, children's development files and planning.

## Inspector

ISP Inspection

## Full report

### Information about the setting

Wellesley Park Pre-school re-registered in 2013. It is run by The Collaborative Academies Trust and operates from a separate building within the grounds of Wellesley Park Primary School in Wellington, Somerset. Children have access to a playroom and an outdoor play area. The pre-school is registered on the Early Years Register. There are currently 46 children aged from two years to the end of the early years age range on roll. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old. They are open Monday to Friday from 8.45am until 3.15pm, including a midday lunch club. There are seven members of staff. The manager holds a childcare qualification at level 4, two staff hold a qualification at level 3 and three staff at level 2. One member of staff is working towards a childcare qualification at level 2. The childcare staff are supported by a cleaner and an administrator.

### What the setting needs to do to improve further

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

- increase the use of word banks in the outdoor area to enhance children's literacy development further.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have an outstanding awareness of how to use their 'unique child plans', home visits and meticulous development records. As a result, they meet every child's individual learning and development needs exceptionally well. Parents are actively encouraged to share their observations of their children's learning at home. Staff work closely with parents to support children's development, such as by sending trainer scissors home for parents to use with their children. Children are fully involved in the planning, such as setting up the role-play area and initiating activities. Staff use children's interests and characteristics of learning extremely well to motivate children. Consequently, all children make excellent progress from their starting points.

Staff teach children to become extremely independent. As a result, they self register on arrival, wash their hands before eating and find their raincoats and boots before going outside, for example. Children are taught to put the resources back where they belong and look carefully for missing pieces. Staff plan an exciting range of small and whole group activities which prepares older children extremely well for formal learning. They listen intently to stories using the interactive board, notice differences and similarities of puppets and are confident to make suggestions. Staff give children time to respond to questions and respect their efforts, so all children want to take part. Staff skilfully use

impromptu situations to extend children's learning and encourage them to be active learners. For example, they notice how the recycling lorry distracts the children so they take them to the window to look closer. This leads to discussions about recycling and opportunities for children to read the words on the van, learning that print carries meaning.

Staff provide expert and skilful support throughout child-initiated activities and use every opportunity to maximise children's learning and development. Staff give verbal instructions with actions, giving real context to language. Practical activities lead to purposeful speaking and listening. For example, children excitedly gather around a table and contribute their ideas as a member of staff uses a storybook to extend their imagination and creativity at the dough table. They discuss sizes and shapes in the story and when staff ask 'what is this?' children explain that a cocoon is where a caterpillar goes to sleep and wakes up a butterfly. This leads to some children wanting to paint a butterfly. Staff encourage them to discuss the process enabling children to name the parts of the butterfly. Children decide they want the colour pink and staff support them in finding the correct two colours and mixing them together to their own satisfaction.

Children remain focused on the activities because staff enable them to become deeply involved, think of ideas and find new ways of carrying them out. This motivates children to become active learners absorbed in exploring, investigating and asking questions. Staff encourage children to make predications and test their ideas to see if they are right. For example, children state that dry sand will pour through the holes of a sieve. Children notice the lines they can make in sand and use it to write numbers and letters in their name. Staff support them in linking sounds to letters, so they begin to recognise simple words. Staff consistently provide high quality support, enabling children to do as much as they can for themselves and challenging them to extend their skills more each time. Consequently, staff prepare children extremely well for their next stage of learning and school.

### **The contribution of the early years provision to the well-being of children**

Staff carry out home visits which enable children to get to know their key person before they start at the pre-school. Then staff work highly effectively with the family to settle children into the nursery according to their individual needs. As a result, staff provide a secure base for new children to gain confidence. Staff sensitively encourage other children to be involved so that they learn to welcome, care and support new children in feeling part of the group. As a result, children's behaviour is exemplary and they begin to adapt their behaviour to different social situations. New children soon settle and gain an excellent sense of belonging, forming strong emotional attachments. Children have a highly positive awareness of people's differences because staff provide exemplary role models and ensure they represent children's backgrounds and languages. Staff use sign language with all children to aid communication, especially those learning English as an additional language. Staff teach children to be proud of their achievements and, as a result, they have exceptionally high self-esteem. For example, children bring things in that they have made at home to share with other children.

Children develop outstanding practices to keep safe and healthy. For example, after a music and movement session at the school, they help themselves to drinks as soon as they return to the pre-school. They take responsibility in choosing when to have their snack. Staff wear hats and gloves to protect children's health when preparing food and keep records of the children to ensure that they offer all of them something to eat or drink. Children independently wash their hands before having a banana during the session. Staff use excellent systems to challenge children's awareness of keeping safe. For example, children take it in turns to be responsible for doing the daily risk assessment with staff. They use a pictorial chart to check equipment is in place, the grounds are secure and to identify any potential hazards. Children know there are times when they need to listen to instructions and follow the staff's high expectations, when walking over to the school for example. They also demonstrate how to use scissors safely and talk about the safest way to carry them.

Children use an excellent range of resources which staff organise extremely well both indoors and outside. This enables children to become independent learners, making decisions and extending their creativity. The pre-school has use of the school hall, early years playground and climbing equipment. Staff provide a language-rich environment indoors and some numbers and words outdoors. Staff plan excellent opportunities for parents to share their skills to enhance children's learning. For example, parents cook cultural foods and children experience real equipment that a paramedic uses, then explore these further in their role-play. Children's care and learning benefit from a consistent staff team who know them well. Staff have highly effective partnerships with the early years staff at the school. The reception class teacher regularly visits the pre-school so that older children are extremely confident when moving on to school. Parents comment on the seamless move.

### **The effectiveness of the leadership and management of the early years provision**

The leadership and management team have an outstanding awareness of their responsibilities in meeting the Statutory Framework for the Early Years Foundation Stage. The manager works directly with the staff providing an excellent role model. The manager keeps meticulous records which provide an outstanding overview of every child's development. This means that she knows exactly when children are due for their required progress check and quickly identifies any gaps in their learning, to seek immediate additional support. Staff supervise children vigilantly, deploying themselves extremely well through excellent communication. The manager maintains extensive records in order to protect and promote children's learning and welfare. The manager has a good working knowledge of child protection procedures and regularly checks staff knowledge of safeguarding children at staff meetings. The management carry out rigorous checks on staff suitability and ensure they implement the extensive policies and procedures to keep children safe.

The staff have outstanding partnerships with parents, other providers and outside

agencies. For example, they have had children's development records translated for those parents who do not speak English. Parents comment extremely positively on the provision, the information they receive and their children's development. They speak to their child's key person every day and state they have excellent relationships. If any parents are unable to attend the parents' evening, staff ensure that they are informed about their child's development and progress at a time convenient for them. The notice boards provide parents with extensive information, seeking feedback on how else parents would like staff to involve them in their children's care and learning. The manager and key person meet with any other adults involved with children's care or development to ensure a highly consistent approach to meeting every child's individual needs.

The manager provides outstanding supervision for staff and excellent opportunities for them to observe each other in order to discuss their practice. They share inset-training days with the school, on topics such as reading and writing skills for example. The manager monitors staff development extremely well and ensures they keep up-to-date with required training. She enables staff to extend their knowledge in order to fulfil their roles and take responsibility. The manager also provides support for other settings in the borough. Staff review their policies and procedures after any training and implement new procedures to ensure continuous improvements. For example, since the latest first aid training they have changed their medication forms to gain extensive information to safeguard children further.

The management and staff are committed to the pursuit of excellence for children and, as a result, continually look for ways to improve through self-evaluation. They use parent questionnaires, staff meetings, management meetings and parent evenings to gain the views of their users. Consequently, they currently have plans to put on workshops for parents on the learning and development requirements and they recently had a large canopy erected in the outside area to protect children from the rain and sun. The staff have made excellent improvements to the outdoor area and this continues to be an ongoing project.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY466794
<b>Local authority</b>	Somerset
<b>Inspection number</b>	931107
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of provider</b>	The Collaborative Academies Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01823664876

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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