

Wroughton Pre School

The Church Hall, Priors Hill, Wroughton, SWINDON, SN4 0RT



Inspection date

Previous inspection date

7 June 2018

13 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

- Staff closely observe children's development and promptly outline their starting points. Staff know their key children particularly well. Their precise assessments identify the next steps in children's learning, build on what children already know and ensure children make good progress.
- Staff are friendly, caring and attentive. They ensure settling-in processes are sensitive and responsive to children's individual needs. Children build beneficial relationships with the staff. They really enjoy their company and their time at the pre-school.
- Partnerships with parents, external agencies and other settings children attend are very good and help to ensure there is a united approach to meeting children's needs. Staff work closely with parents and keep them well informed, such as through termly meetings, daily chats and the regular sharing of assessments of children's development.
- The management team works together effectively to evaluate their practice. They show dedication and commitment to developing the pre-school further. They keep abreast of changes to legislation and have clear development plans to lead improvements.

It is not yet outstanding because:

- Staff do not thoroughly consider all of the different interests and preferences of children within activities to inspire their continued involvement and engage them further in learning.
- Opportunities for staff to reflect upon their own teaching practices and those of others are not yet embedded in order to share good practice and develop staff's teaching skills further.

What the setting needs to do to improve further

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

- give further consideration to the differing interests and preferences of children when planning activities
- enable staff to reflect upon their own teaching practices and those of others to develop the quality of teaching further.

Inspection activities

- The inspector observed activities in both of the playrooms and the outside learning environment and conducted a joint observation with the acting manager.
- The inspector held a meeting with the committee chairperson and acting manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the management team's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of their comments on messages, letters and questionnaires.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

The management team implements an effective staff recruitment process, thorough inductions, and regular supervision meetings and monitors children's progress effectively. Overall, they support staff's professional development well, such as to help staff complete early years qualifications and attend mandatory and additional training. The management team focuses closely on supporting the changing needs of the children that attend the pre-school. For example, training in early signing helps staff support the understanding and emerging speech of children who have communication difficulties. Safeguarding is effective. The management team and staff understand their responsibilities in keeping children safe from harm. They implement robust procedures and risk assessments efficiently to ensure children receive good care and are kept safe.

Quality of teaching, learning and assessment is good

Children are motivated to explore and they confidently make choices in their play. Staff get down to the children's level and ask them probing questions to encourage children to think and discuss their understanding. For instance, children develop their mathematical skills well as they use measuring tapes. Staff help children break larger numbers down into recognisable parts, aiding their understanding further. Children problem solve well, such as to use trial and error to fill bottles using tubes and funnels. Staff encourage them to persevere when they encounter difficulties, notice changes to the containers and explore concepts, such as capacity. Children talk about bottles being nearly full and then giggle as they say, 'It's exploding!' as they watch the bubbles pour over the top.

Personal development, behaviour and welfare are good

Children behave well. This includes those who require particularly perceptive intervention and additional support. Staff are responsive to children's individual needs. They give lots of support and reassurance when children are struggling to understand expectations. Staff set up the outdoor area well to inspire children to spend time outdoors. Children are active and develop their skills well as they play. For example, they experiment making marks with chalks and water and they have fun playing musical instruments and singing with staff as they use the see-saw. Staff lead exercise sessions for the older children, helping to prepare them for similar activities they might experience at school. Children proudly dress themselves in their sports clothes. Staff encourage them to recognise changes within their body as they exercise, such as to feel how fast their heart is beating.

Outcomes for children are good

All children are making good progress given their starting points. This includes those who have special educational needs and/or disabilities and those for whom the pre-school receives additional funding. Children are happy and their confidence grows. They form friendships, begin to understand the needs of others and learn to share and take turns. Children gain independence skills and a sense of responsibility. For instance, they tidy away the toys at the end of the session. They get their coats on and persevere well to connect and pull up their zip. Children are eager to learn and develop their skills. They effectively gain the skills they will need for their move on to school.

Setting details

Unique reference number	507874
Local authority	Swindon
Inspection number	1070414
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	58
Name of registered person	Wroughton Pre-School Committee
Registered person unique reference number	RP524627
Date of previous inspection	13 November 2014
Telephone number	01793 812888

Wroughton Pre School opened in 1974. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday from 9am until 3pm, during school term time only. The pre-school provides funded early education for three- and four-year-old children.

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