

Wilstead Pre School Playgroup



Wilstead Lower School, Cotton End Road, Wilstead, Bedford, MK45 3BX

Inspection date	16 June 2015
Previous inspection date	16 October 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The well-qualified, experienced staff plan a superb range of rich and exciting activities that engage children and stimulate their enthusiasm for learning. Consequently, children are highly motivated as they investigate, explore and lead their own learning. This leads to positive attitudes towards learning and is an excellent preparation for school.
- Children at the pre-school make excellent progress in their learning and development, because of the high-quality adult support. Staff skilfully use excellent teaching techniques, such as open-ended questioning, modelling language, recalling and making links with previous learning.
- There is a highly effective key-person system in place. Key persons know their children extremely well, and demonstrate genuine care and concern for each child and their family. Key persons skilfully and promptly put in place the support and experiences that children need, so that their care and learning needs are met. As a result, children thrive in this nurturing and stimulating environment.
- The large outdoor area is a particular strength of the setting and provides children with opportunities to climb and balance, to grow plants and flowers, to dig in the mud kitchen and to role play as bears on a bear-hunt. This means that children have access to an exceptionally broad and balanced curriculum, outdoors as well as indoors.
- Staff receive regular safeguarding training. They demonstrate a very secure understanding of the procedures to follow in the event of a concern with regard to a child's welfare. This, together with rigorous safety and hygiene procedures, means that children's health and safety are exceptionally well promoted at all times.

What the setting needs to do to improve further

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

- extend the use of monitoring data to provide information on the progress of specific groupings and cohorts of children, so that managers have an even more precise overview of patterns of children's development over time.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector spoke to members of the staff and children, at appropriate times during the inspection and held a meeting with the manager, the deputy manager and the Chairperson of the management committee.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the manager's evidence of self-evaluation.

Inspector

Anne Bell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff are extremely well organised. They meet daily to discuss their plans for the session and to share relevant information. This means that all staff are fully informed about any issue that may have an impact on the children's learning and care, and all children receive a highly consistent approach. Children's emerging literacy skills are very well supported. The environment is print rich and there are a wealth of activities that promote the beginnings of literacy. Staff carry out insightful observations of children's learning and maintain extensive records of their achievements. They use this information to make extremely accurate and precise assessments of children's stages of development. Next steps in learning are clearly identified to ensure that learning opportunities are never missed. Planning truly reflects children's interests, both within the setting and at home, as parents are given every opportunity to share what they know about their child. Consequently, all children, including those with special educational need and/or disabilities make rapid progress.

The contribution of the early years provision to the well-being of children is outstanding

Children's behaviour is exemplary. They form very good relationships with staff and one another. This means that the atmosphere is calm and supportive for all children. There are superb displays of children's work in every area, celebrating achievement and recapping on the learning that has taken place. Partnership working with parents and other professionals are exceptional. All aspects of information sharing are excellent. In particular, staff effectively engage parents to contribute information about children's learning at home, so that they can support children to make the best possible progress. There are excellent procedures in place to prepare children for their move on to school, including planned activities and visits. These effective arrangements promote children's well-being and sense of security as they make the move on to their next setting.

The effectiveness of the leadership and management of the early years provision is outstanding

The pre-school is led by an inspirational manager and deputy manager, who work tirelessly in the drive for ongoing development and improvement. They are ably supported by a hardworking management committee, and by a highly skilled and dedicated staff team. The manager carries out extensive self-evaluation and quality assurance, which includes feedback from staff, parents and children. There are excellent monitoring systems in place for planning and assessment, which ensures that staff are extremely knowledgeable about the children's current levels of development, and can meet the changing needs of individual children effectively and promptly. There is scope to extend this system to include, the analysis of attainment data for specific groupings and cohorts of children. There are extremely effective practices in place to provide induction, supervision and training for all staff. This results in a highly motivated, highly professional staff who are capable of delivering a consistently high level of teaching and care to the children at this outstanding pre-school.

Setting details

Unique reference number	EY374254
Local authority	Bedford Borough
Inspection number	849743
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	56
Name of provider	Wilstead Pre School Playgroup Committee
Date of previous inspection	16 October 2008
Telephone number	01234 742546

Wilstead Pre School opened in 1968. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 4. The pre-school opens from 8am until 6pm, Monday to Friday, term time only. It also offers holiday care, with sessions running from 8am until 6pm during some weeks of the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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