

Welland Park Community College Pre-School and Creche



The Bungalow Welland Park College, Welland Park Road, Market Harborough,
Leicestershire, LE16 9DR

Inspection date	27 April 2016
Previous inspection date	5 March 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality and consistency of teaching is exceptional. Staff have an excellent knowledge of how children learn. This is evident through the precise and extremely accurate assessments of the children's achievements.
- Staff use highly effective monitoring systems to quickly identify any gaps in individual or groups of children's learning. Successful and well-established relationships with other childcare professionals ensure children get the additional support they need.
- Children have very secure attachments to staff. Children are confident, responsible, and independent individuals who demonstrate a strong sense of belonging. Staff are kind and attentive. All staff know and meet each child's individual needs extremely well.
- Leadership and management are outstanding. The manager's drive and pursuit of excellence has ensured continuous outstanding practice has been sustained.
- Sessions dedicated for two-year-olds and sessions where parents can stay and play with their children help to prepare younger children exceptionally well for their move into pre-school. This helps children to build strong foundations for future learning.
- Staff place a high priority on giving children the time to instigate and direct their own learning. Staff's timely interactions, enhances the children's learning experiences and provides them with exceptional challenge.

What the setting needs to do to improve further

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

- analyse and evaluate the effect of the partnerships made with other early years provisions and assess the impact these relationships have on the children's understanding of people, families, and communities beyond their own.

Inspection activities

- The inspector took a tour of the pre-school with the manager, including the outdoor environment.
- The inspector observed the quality of teaching during children's activities and the impact this has on their learning.
- The inspector spoke with the nominated person, manager, deputy manager, staff, and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager. She also held a meeting with the manager and deputy manager of the pre-school.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at assessments of the children's progress and the planning documentation.
- The inspector checked the evidence of the suitability of staff and discussed the pre-school's plans for improvement.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is outstanding

The very experienced and highly qualified manager and deputy manager provide innovative training opportunities for staff. This training, as well as highly effective supervision continues to inspire staff and keep their standards of teaching at inspirational levels. Arrangements for safeguarding are effective. Highly effective practices successfully prioritise and promote children's safety and emotional well-being. Staff thoroughly understand child protection issues and procedures to take should they have concerns about a child's welfare. The manager actively seeks and uses the views of staff, parents, and children to bring about carefully planned improvements. She has initiated partnerships with childminders and a local nursery and shares best practice with them. She has plans in place to build relationships with other early years settings in two different countries to give children further experiences that will help them gain a greater understanding of people, families, and communities beyond their own.

Quality of teaching, learning and assessment is outstanding

Excellent partnerships with parents and their families keep them fully involved in their children's learning. Children's achievements at home are praised and celebrated with their friends. This significantly boosts their self-esteem and increases the progress they make. Staff have high expectations of children. Children demonstrate excellent problem-solving skills. They explore the pre-school searching out objects, to see whether magnets will stick to them. Staff promote children's understanding of shape, space, and measure exceptionally well. Children use tape to mark out roads on the floor and make rectangles for the number of car parking spaces required. Additionally, they successfully work out that adding more plastic insects to the weighing scales helps to balance it. Younger children draw recognisable shapes to represent their facial features. Older children create pictures using the computer and label them with clearly identifiable letters and numbers.

Personal development, behaviour and welfare are outstanding

Children's sense of achievement and commitment to learning is nurtured by a highly dedicated staff team. Staff are very strong role models and effectively promote children's independence skills. Less self-assured children are encouraged to use hands puppets, which helps them to express their feelings. Children are taught how to use the outdoor play equipment safely, which they do with excellent control. Young children are clearly delighted with their newly found climbing and jumping abilities. Staff significantly promote the children's understanding of keeping themselves healthy. Children know the food they eat gives them energy and recognise that exercise makes them feel sweaty and thirsty.

Outcomes for children are outstanding

The additional funding children receive is used exceptionally well. Specific programmes of support significantly close gaps in the children's learning resulting in them making remarkable progress. Older children quickly learn the initial sounds letters make and are starting to understand the correct use of capital letters. Well-established partnerships with local schools help staff prepare children exceptionally well for their next stages in learning.

Setting details

Unique reference number	226486
Local authority	Leicestershire
Inspection number	854704
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	32
Number of children on roll	49
Name of provider	Welland Park Community College Pre-School and Creche
Date of previous inspection	5 March 2012
Telephone number	01858 465 087

Welland Park Community College Pre-School and Creche was registered in 1988 and is operated by a company. The pre-school employs nine members of childcare staff all of whom hold relevant qualifications. The manager is qualified at level 6 and the deputy manager holds qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions run from 9.15am to 4pm on Monday, Tuesday, and Thursday, 9.15am to 2.45pm on Wednesday and 9.15pm to 1pm on Friday. The pre-school also offers a breakfast and lunch club for pre-school children. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs or disabilities, and children who speak English as an additional language.

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