

# Wingle-Tye Pre-School Ltd

Inspection report for early years provision

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<b>Inspector</b>	Clair Stockings
<b>Setting address</b>	Nelmes School, Wingletye Lane, Hornchurch, Essex, RM11 3BX
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Wingle-Tye Pre-school 1 was registered in 1992. It operates from a double classroom at Nelmes School in Hornchurch, in the London Borough of Havering. Children have access to a fully enclosed outside play area.

A maximum of 26 children in the early years age group may attend at any one time. The pre-school is registered on the Early Years Register.

The pre-school is open each weekday from 8.45am to 11.45am and each afternoon from 12 noon to 3pm, during term time only.

The pre-school receives funding to deliver free early education to children aged three and four years.

There are currently 51 children from two years and two months to four years and five months on roll.

The pre-school employs seven members of staff, of whom all hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school promotes all aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment. Children are making good progress in their learning and development, overall. However, staff do not fully evaluate activities to inform future planning for children. The individual needs of children are met as a result of the good quality care and the strong partnership with parents. Overall, staff have good capacity to evaluate their practice and work towards continuous improvement for the benefit of all children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review further the planning and evaluation of activities to enhance all children's learning experiences
- extend the self-evaluation process to provide further opportunity for parents to contribute to identification of the pre-school's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safeguarded and well protected in the pre-school and staff demonstrate a good understanding of local safeguarding procedures. Recruitment and vetting procedures are sound to check that adults caring for children are

suitable to work with them. Staff make effective use of detailed risk assessments to support them in checking that the areas used by the children are safe. This means that children are able to move safely and freely around the pre-school. The environment is well organised and accessible, with a range of varied resources.

Supported by attentive staff, children make good progress. Staff are knowledgeable about the Early Years Foundation Stage and use it well to extend the children's learning and support each child.

Records clearly identify children's starting points and future learning illustrated by lots of photographic evidence.

Staff promote inclusion well, for example by planning activities that use positive images of cultural diversity. This helps to give children and all families a strong sense of belonging and of being valued. Staff ensure all children are included and involved in the activities offered, by taking into account their individual interests and developmental needs.

The staff team demonstrate a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. All recommendations from the previous inspection have been successfully met. Snack time is now organised effectively to promote children's independence skills. The manager and staff team contribute to the pre-school's self-evaluation, which takes account of all aspects of the provision. However, currently parents are not fully involved in this process. This limits identification of the strengths and priorities for development to improve outcomes for children.

Partnerships with parents and carers are effective. Opportunities for daily discussions, parent meetings and newsletters keep parents informed about children's development and well-being. A free flow of shared information means that both parents and staff are kept well informed about the children's achievements, well-being and development. Parents speak warmly of the staff, commenting how caring and approachable they are, which assists in developing strong partnerships.

Relationships with other professionals and external agencies involved with the children are well established and effective. These partnerships contribute strongly to supporting children's ongoing welfare and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children explore, play and learn in a safe and secure environment. Children settle into the routines of the pre-school. They are calm and generally behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Staff make competent use of observations to identify individual children's next steps in all required areas of learning. Staff have a thorough knowledge of the children for whom they are responsible. They talk in detail about what these children can do and how they plan to help them progress. However, the review of planning and evaluation of activities is not currently sufficient to enhance all children's learning experiences.

Staff are skilled at supporting children's communication skills. They use small

group story and singing sessions on a daily basis to encourage and further promote children's language skills. Children have ample opportunities to write for different purposes and can independently access a range of writing resources. This supports children to successfully develop their early writing skills. Children's natural curiosity is fostered through exciting practical activities, such as goo mixing. Supported by staff, children delight in exploring its properties, using all of their senses.

Children have access to good quality information and communication technology. This contributes effectively towards helping children acquire and apply skills for their future lives. Children develop their numeracy skills through an ample range of practical activities. For example, at registration time they count the children present and identify those who are absent.

Children develop a good knowledge and understanding of how to lead a healthy lifestyle. Through daily fresh air and exercise, children gain an understanding of the changes that happen to their bodies when they are active. Children have a good awareness of healthy eating when making healthy choices from the nutritious selection at snack time.

Staff organise snack time to provide an opportunity for children to develop good independence skills by helping to prepare and serve their own snack and pour their own drinks. Children are developing an effective understanding of the importance of personal hygiene. Staff reinforce this by teaching children to wash their hands before eating and after going to the toilet. Staff's warm and purposeful interaction nurtures children's emotional well-being. They apply clear, consistent boundaries and consequently children's behaviour is good. Children play co-operatively, taking turns, and demonstrating respect for each other's differences. Children gain a good knowledge and understanding of the world. They enjoy dressing up and playing with a range of clothes and dolls reflecting different cultures. This helps children to learn positive attitudes to diversity and difference. They display a strong sense of belonging to the pre-school. For example, they carefully help to tidy away during the session, supported by staff. They show a mature response to taking responsibility for their own and others' safety. During outdoor play, they listen carefully and adhere closely to the instructions of staff.

Children effectively learn about safety through regular fire evacuation practices. Exciting visits to the pre-school from the community police officer and fire brigade reinforces children's understanding of important safety issues. Supported by attentive staff children safely use a range of utensils and resources.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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