

# Winsley Acorns Pre-School

Winsley C of E Primary School, Tynning Road, Winsley, BRADFORD-ON-AVON, Wiltshire, BA15 2JN

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 30/09/2013 |
| Previous inspection date | 15/07/2010 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Children happily engage in a wide range of activities and experiences, which support them well to make good progress in all areas of learning.
- Safeguarding children is the highest priority; staff consistently implement robust policies and procedures to keep children safe.
- Children have developed close attachments with staff, which effectively supports their emotional well-being.
- Children use their imaginations well as they pretend to make pancakes in the mud kitchen and build bonfires.

### It is not yet outstanding because

- Children's choice regarding indoor and outdoor play is not always flexible to benefit all children, particularly those who learn better outside.
- Systems are not fully developed to encourage parents to share what they know about their child, to assist with planning for individual needs right from the start.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outside.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and planning.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

Winsley Acorns registered in 1993 and relocated to its current premises in 2010. The pre-school operates from a new, purpose built sole use unit in the grounds of Winsley Church of England Primary School, Winsley near Bradford-upon-Avon, Wiltshire. The group has their own entrance and fully enclosed areas for outdoor play.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 34 children on roll, all in the early year's age range. The setting receives funding for the provision of free early education to children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school is open every day in term time: Monday to Thursday 9am until 3pm and Friday 9am until 1pm. The pre-school employs five members of staff. Of these, one member of staff has qualified teaching status, two others have an early years degree, one is qualified to level three and one working towards a level three.

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

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

- increase opportunities for children to play outside
  
- develop systems further to encourage parents to share children's starting points on entry.

### Inspection judgements

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

Staff have a good understanding of how young children learn and provide a nurturing and enabling environment, where they make good progress. Children enthusiastically engage in a range of activities and experiences that interest and excite them. Staff know the children very well, they use their observations of the children and the knowledge they have about their interests to plan a range of activities to meet children's individual learning needs. Parents contribute to initial assessments of children's starting points, however these are not always detailed enough to assist with planning right from the start.

Children enthusiastically engage in role-play in the garden. They pretend to make pancakes and pies; they stack the logs in a pile and rub two sticks together pretending to

light a bonfire. Children work well together to build tracks and use their problem solving skills as they use planks of wood and tubing to find out which vehicle travels the furthest. They enjoy investigating the natural environment; they observe the spiders and talk about the ladybirds using their wings to fly. Although children can freely access the small decked area directly outside the playroom, they only have access to the whole garden at set times. This does not maximise the learning opportunities for those children who learn better outside.

Children stand on the 'talking mat' and use language well to describe their morning's activities. They show their friends the pictures they have drawn and talk about the food they have made in the mud kitchen. They use words such as 'big' and 'small' as they talk to a member of staff about the puppet they have made. Children count correctly, as they design the face for their puppet; they enjoy talking about the colours of the resources and are able to identify shapes well.

Children's personal, social and emotional development is good. Staff teach them about sharing and taking turns, by being good role models and careful explanation. For example, when one child attempts to take the dustpan and brush from another child the member of staff talks to them about sharing and taking turns. She further supports their understanding by taking the child to find another one so the two children can complete the task together. Staff prepare children well for the next stages in their development, for example children are supported to manage their self-care skills well, such as selecting their own snack and drink at break time. This helps them in acquiring the skills, attitudes and dispositions as they prepare to move onto their next steps and eventually to school.

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

Children settle quickly, are happy and confident in the pre-school environment. Staff interact warmly with the children and have a caring and sensitive approach, this enables children to feel safe and secure and gives them a strong sense of belonging. Effective settling in processes, including an effective key person system enables children to develop their confidence and build strong relationships. This means that their physical and emotional well-being is effectively promoted.

Children receive good support to develop their understanding about the importance of a healthy lifestyle. Their physical development is well promoted because they enjoy a good range of physical activities, such as racing wheeled vehicles down the slope in the garden. Children enjoy the social occasion of lunchtime and know they must eat their sandwiches first from their packed lunch. They are well supported to make healthy choices from fruit and vegetables at snack time. Children independently wash their hands before meal times and after playing in the garden. Staff talk to them about why it is important to do this which further supports their learning.

Children's behaviour is very good. They help each other to put their coats on ready to go and play outside. Staff manage children's behaviour extremely well, they are kind and sensitive and help the children to understand what is right and wrong. Staff treat children

as individuals and regularly praised them for their good behaviour and kindness towards one another. This effectively supports children to manage their own behaviour and boosts their confidence and self-esteem. Staff teach the children about how to keep themselves safe, they discuss what they should look for when they go in the garden and talk about what they must do if they find something that is unsafe, such as mushrooms. Children practice the evacuation procedure, which promotes their good understanding of how to leave the premises safely in the event of an emergency.

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

The manager and her staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are clear about child protection issues and there are thorough safeguarding procedures in place. Staff are aware of the possible signs of children at risk and are clear on the reporting procedure if they have concerns. Risk assessments are carried out alongside daily checks to ensure both the inside and outdoors environment remains well maintained and safe for the children. Children are well supervised at all times, the building is secure and there are good procedures in place to ensure the safe collection of children. Recruitment and vetting procedures are robust to ensure that only staff that are suitable care for children. Staff are supported well through supervision, appraisals and ongoing training which also supports staff well to develop their professional practice. Thorough policies and procedures support the good practice. This includes a complaints procedure, administration of medication and the recording of accidents or injury.

The manager and her staff have a good understanding of their responsibilities in meeting the learning and development requirements. Planning and assessment is effective to monitor the educational programme so that the range of activities and experiences offered meet the individual needs of the children attending. Staff get to know the children very well and use children's interests to plan activities that support them to make good progress in all areas of learning.

Strong partnerships are well established with parents and other professionals. Parents are very happy with how their children are progressing at the pre-school. Parents receive regular information about the provision and the progress they children make. Parents compliment the staff for their dedication and friendliness. Parents say they feel involved in their child's learning because they talk about what they do when they get home. Parents say they love the activities that children are offered such as growing potatoes and making them into salad. They state 'they cannot fault it'. Children with additional needs are very well supported through the good communication and partnership working with other professionals. This also ensures a consistent approach. Systems to link with other early year's settings where children's care and learning is shared are developing. This has been identified through the self-evaluation process as an area to develop further. Therefore, the manager has made arrangements with other settings to make visits and share good practice. The manager and the staff use self-evaluation effectively to identify their

strength's and areas for development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.  |
| 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 inspected again within 12 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>     | EY403040                            |
| <b>Local authority</b>             | Wiltshire                           |
| <b>Inspection number</b>           | 927995                              |
| <b>Type of provision</b>           |                                     |
| <b>Registration category</b>       | Childcare - Non-Domestic            |
| <b>Age range of children</b>       | 2 - 5                               |
| <b>Total number of places</b>      | 26                                  |
| <b>Number of children on roll</b>  | 34                                  |
| <b>Name of provider</b>            | Winsley Acorns Pre-School Committee |
| <b>Date of previous inspection</b> | 15/07/2010                          |
| <b>Telephone number</b>            | 07527858064                         |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

