

Winnies Pre-School

Churchill School, Rysted Lane, Westerham, TN16 1EZ

Inspection date

Previous inspection date

21/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress and are engaged in learning because staff have a thorough knowledge of each individual child and their preferred way of learning and extend upon each child's interest effectively.
- Staff establish close relationships with children and parents, sharing detailed information on a regular basis and ensuring that they meet every child's needs.
- The staff pride themselves on conducting robust reflection, monitoring and self-evaluation, always aiming to further improve their practice and outcomes for children.
- Staff are good role models who use clear and effective rules and boundaries, resulting in children being well behaved during their time at pre-school.

It is not yet outstanding because

- During periods of transition staff do not always consistently support and engage children fully in their learning.
- The pre-school does not make comprehensive use of the garden area to maximise outdoor learning opportunities for the children.

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 toured the areas used by the children within the setting.
- The inspector observed the staff and the children playing.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke in depth to staff, the manager and children, and gathered parents' views.
- The inspector held discussions with manager regarding observation of activities.

Inspector

Kelly Hawkins

Full report

Information about the setting

Winnies Pre-School is owned by a group of trustees. It originally registered in 1990 and re-registered in 2013. It operates from a classroom in Churchill Primary School, in Westerham, Kent. Children have access to outdoor play areas. The pre-school is open weekdays, from 9am to 3pm during term time only. The pre-school takes children from the age of two years and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school employs seven members of staff, and, of these, six hold appropriate early years qualifications to at least National Vocational Qualification level 3. One member of staff is working towards a qualification at level 3 and the manager and one other staff member hold a qualification at degree and Early Years Teacher status.

What the setting needs to do to improve further

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

- strengthen the organisation of the day during changes in routine to support children's care and learning effectively
- further improve the garden area to maximise outdoor learning opportunities for children.

Inspection judgements

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

Children are making good progress in their learning and development. The staff have a thorough knowledge of each child's needs and plan a broad range of activities to support their learning effectively. The pre-school uses an extensive range of resources and activities efficiently, both indoors and outdoors, to promote children's development in all seven areas of learning. For example, children develop physical agility and risk-taking skills using the rope swings and climbing equipment. They explore different creative materials, sand, water and musical instruments to develop a range of skills and express their own ideas. The team of staff have a secure understanding of the Early Years Foundation Stage learning and development requirements. They use this knowledge well to plan and teach challenging learning experiences that take account of children's interests and help them move on in their learning at a good pace. This is made clear in the detailed individual planning and learning journeys that each child has in place. Staff provide a good balance of both adult-led and child-initiated learning, meaning that children are confident and independent, while also benefiting from the support of the adults for reassurance. Staff plan activities and provide resources to support different learning styles. They invite

parents in to cook with the children, visit the local library and take a trip to the vets, to support children's interests in caring for animals. This is particularly beneficial as they care and take pride in sharing the care for the pre-school's pet rabbit on a daily basis.

Staff regularly involve children in the decision-making process, such as what toys and activities they would like set out in the outdoor play space, and if they would like to taste the fruits during an activity about a hungry caterpillar. All children are encouraged to get involved in activities, providing an enabling environment where all children feel included.

Staff used a recent topic on life cycles to teach the children about nature as they watched tadpoles grow into frogs and caterpillars change into butterflies. These experiences also help to support children's social and emotional development as the staff encourage them to think about their own and others' feelings and caring for living things.

Staff carry out an initial assessment together with the parents when children first start, to help them plan for a child's individual learning and provide a consistency of care. They systematically record observations of children's progress and have high expectations for children, offering them good challenges in their play. They also encourage children to independently choose, discuss and revisit learning, giving it meaning, context and purpose for the children. Staff use these assessments of the children to help them implement the progress check at age two, to share with parents and outside professionals.

Staff consistently interact with the children to develop their communication and language skills successfully. They interact positively, asking challenging questions such as 'what will happen if?' to develop children's thinking, and extending learning through the well-planned activities. For example, children are encouraged to count using their favourite objects and to solve problems by thinking about scenarios such as making more or less or making the number the same using counting and comparison. This also develops children's mathematical understanding.

Staff have their own small key groups which makes learning personal for each individual child, as well as building strong relationships with each other and their key person. However, at times in the routine, children become less engaged as they move from one activity to another in large groups, which has an impact on their learning.

Good use is made of print, signs and symbols around the room to help children learn that print carries meaning. These include all about me boards where children can reflect and add to, as well as Makaton signing visual time lines. These give meaning to children whatever their abilities and communication levels, meeting their individual needs successfully.

Children have excellent opportunities to be physically active and exuberant, as they access the well risk-assessed outdoor areas. However staff do not use all the outdoor areas to their maximum potential to build on children's learning.

Strong partnerships are developed with parents and carers. Parents spoken to during the inspection know their child's key person and speak highly about the pre-school, commenting how their children love coming and the staff are very skilled when getting the

children ready for school. One parent commented 'I will send all my children here, my child is settled and has come on leaps and bounds developmentally'. Systems are effective in keeping parents well informed about their children's care, learning and development. This is through informal daily discussions, individual meetings, workshops and events and newsletters.

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

Children show high levels of confidence and work together well as they keenly undertake special tasks, such as helping to prepare snack. They show a great deal of care and consideration for each other, for example helping each other when a child is upset that they have something in their shoe; another child immediately reassures them, cleaning their shoes for them and telling them not to worry.

Staff follow effective care practices, which help children feel emotionally secure and promote their physical and emotional health. Staff respect children's privacy and ensure they maintain this during toileting times to protect children's well-being.

Children are happy, settled and content. Staff have a good understanding of children's individual needs from detailed settling-in sessions and assessment of their starting points. They provide reassurance for new or less confident children, which helps them form secure emotional attachments. Staff are skilful in identifying the needs of children and they are prompt to engage and include all children in activities that will be of interest to them, to ensure they are happy and developing a sense of belonging. Children's independence is fostered well and they are confident to ask for help from adults. Children seek out their key person, and are excited to go and speak to them. They share their experiences and achievements confidently, demonstrating good relationships, meaning that children feel safe and secure.

Staff are good role models and use both visual and verbal prompts with the children to remind them of the well-established rules and boundaries. As a result children demonstrate good behaviour and manners and often remind each other of the rules if necessary. The consistent praise and encouragement from staff successfully builds children's confidence and self-esteem.

Staff use a daily checklist to help them identify and minimise potential risks to children, both indoors and outdoors. This makes sure that children are able to move around freely and safely in their play. Children are learning how to keep themselves safe and healthy as they know not to swing on their chairs as they may fall off, and when to wash their hands so as not to spread germs.

Children enjoy a varied range of healthy snacks. Staff promote discussion to raise children's awareness about which foods are good to eat. Drinks are readily available and children learn about the effects of exercise on their bodies as they tell staff they are getting a drink as they have tired legs after playing garages in the outdoor area.

Resources have clear labels and are well organised, supporting accessibility. They are attractively displayed which invites children to use them and become engaged in their learning. Attractive wall displays and photographs of the children include carefully mounted and annotated displays of the children's own work. They also include comments of their favourite things to do and their likes and dislikes, used as a discussion point, enhancing their sense of pride and belonging.

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

The staff have recently reviewed their practice and continue to do so in detail to drive improvement in the quality and outcomes for children. A detailed action plan highlights areas of improvement and these are evident, such as in the garden, as a work in progress. Children's progress is monitored effectively as staff are able to identify when a child is in need of support to help narrow gaps in their learning. Staff effectively evaluate the activities together with the children, taking into account their voice and views to consistently aim to improve practice and show the children their opinions matter.

Staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The clear policies and procedures, which have recently been reviewed and updated, are implemented to support the smooth running of the pre-school. The pre-school shares these with all staff and parents to ensure a collaborative understanding of the care and education the children receive.

Effective recruitment and vetting procedures are in place to enable management to check the suitability of staff to work with children. Staff regularly update their safeguarding training and all staff hold a relevant first aid qualification. This means they have a good understanding of safeguarding issues and the procedures to follow in the event of a concern about a child in their care. The manager demonstrates strong leadership. She follows clear induction procedures to make sure that staff are clear about their roles and responsibilities and outlines all key areas. These are regularly monitored and then reviewed, after staff and peer observations and appraisals, identifying targets for professional development. This means that staff work together well, regularly share information and develop their knowledge and skills to improve the quality of the pre-school for children. Staff demonstrate a commitment to develop their practice by also attending courses and undertaking further qualifications.

The pre-school management use several systems to review and evaluate their provision to help them to develop their practice further. They have already identified areas for further development and have implemented detailed action plans to address them effectively. The management and staff have a positive attitude to the ongoing improvement of the pre-school. They work closely with support staff from the local authority, actively seeking advice to help improve their provision.

Staff establish strong partnerships with parents and others involved in children's care. This helps to promote consistency and continuity for children. Some parents have come into

the group to share their skills and knowledge to extend children's experiences of the wider world. They readily access their children's learning journey files and contribute achievements from home, such as wow moments to keep staff informed about their children's development.

The pre-school exchanges information with other providers when children move settings, and there are well-established relationships with the local primary school and staff to support children in their transition to school. Children benefit from visits to the adjacent school, including their hall and the playground to familiarise themselves with the environment. Staff arrange visits and make photograph books as well as visiting other settings to share ideas. This widens children's learning experiences and supports their transition on to school.

Staff visit local children's centres and share information booklets and strategies with parents, other settings and outside professionals to effectively put in place strategies to support children with special educational needs and/or disabilities or children who speak English as an additional language, ensuring the needs of all individual children are being successfully met.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY471898
Local authority	Kent
Inspection number	944159
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	63
Name of provider	Winnies Pre-School (Westerham) Ltd
Date of previous inspection	not applicable
Telephone number	01959569400

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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.

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