

Winshill Pre-School

The Towerview Primary School, Vancouver Drive, BURTON-ON-TRENT, Staffordshire, DE15 0EZ

Inspection date	09/09/2014
Previous inspection date	26/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff engage parents and other providers appropriately in children's learning, to ensure their needs are adequately supported in the setting and at home.
- Children are well behaved and confident because staff support their emotional well-being.
- The staff have a clear understanding of their responsibility to protect children in their care and as a result, children are kept safe.

It is not yet good because

- Children's identified next steps are not always given priority due to the lack of balance between child-initiated and adult-led activities. This results in activities not always having appropriate levels of challenge in order for children to make the best progress they can.
- Children with English as an additional language do not make the best progress they can in all areas because staff do not explore their level of development in their home language, or provide opportunities for children to hear their home language in the setting.
- Management do not effectively monitor teaching in order to develop targeted areas for staff development.

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.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities in the two playrooms and the two outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form.
- The inspector took account of the views of parent's and carers spoken to on the day and from information included in the setting's own parent survey.
- The inspector had a tour of the premises.

Inspector

Sarah Jones

Full report

Information about the setting

Winhill Pre-School opened in 1967. It operates from two rooms on the site of The Towerview Primary School, in Burton-on-Trent. It is open each weekday from 8am to 3.30pm during school term times. Children have access to two rooms within the school, and an enclosed outdoor play area. There are currently 41 children from two to five years on roll. The setting receives early education funding for two-, three- and four-year old children. The setting supports children who have English as an additional language. The setting employs 11 staff. Two staff hold an early years qualification at level 5, two staff hold a early years qualification at level 4, six hold an early years qualifications at level 3, and one holds an early years qualification at level 2. The setting is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the balance of adult-led and child-initiated activities, to effectively support children's identified next steps in learning and provide children with activities that consistently deliver a good level of challenge, to support them in making good the best progress
- improve the information gathered, where children have English as an additional language, so that it is clear what level of skills they have in their home language; provide activities that give children opportunities to hear their home language within the setting, so that all children make good progress in all areas.

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

- improve the monitoring of teaching so that it is consistent and drives effective targets for improvement.

Inspection judgements

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

Staff deliver a wide range of suitable activities that promote children's learning by taking account of their interest. Staff have a sufficient understanding of activities that children enjoy, such as exploring sand and water. They support children's exploration of the sand well and staff encourage the children to add different amounts of water to the sand to observe the effect. They then discuss with the children that the sand becomes 'sloppy' when water is added and that it does not hold together once it is 'too wet'. As a result,

children are developing early problem solving skills, and expanding their vocabulary as they are exposed to new words, such as 'sloppy' and 'wet'. However, activities are not always planned and delivered in a manner that provides a challenging experience at all times. For example, staff organise an activity for children to explore water using ramps, balls, cars and jugs. They then stand back and observe the children, rather than challenge and extend their thinking through effective questioning. Therefore, children's learning is not always effectively supported and some children become disengaged with the activity.

Nevertheless, there are stronger staff who have a sound understanding of how to promote children's learning effectively. For example, they encourage the children to explore a mathematics activity on the computer. All the children join in and show high levels of interest. Staff make learning fun while they guide children in how to count, recognise and match the correct numeral to quantity. These staff ask open-ended questions to challenge learning, and successfully promote children's thinking. Staff obtain information from parents about what children can do when they start at the setting. This helps staff to identify children's starting points in order to assess development. However, staff have not put in place effective strategies and processes to help with the assessment of children with English as an additional language. Therefore, staff are unable to assess children's skills in their home language. Regular observations show what children do during play and staff use these to assess children's progress, including the progress check for children between the ages of two and three. However, there is a focus on child-initiated activities, rather than a balance between adult-led and child-initiated activities. Due to the reduced level of guidance and interaction from staff, children's next steps are not always given enough priority in order for them all to make consistently good progress.

Staff engage well with parents. For example, at parent's evening staff share information about how children are progressing and discuss with parent's how to promote children's learning further at home. Staff use home books to share information with parents on a daily basis, and parents actively use these to comment on what learning and development is occurring at home. Staff also invite parents to join in with specific sessions that, for example, help children and families learn about number, in order to enhance children's numeracy skills and ensure consistency for children's learning. In the main, children are developing the skills they need for school, or their next step in learning.

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

Children are supported to gain a sense of well-being because the key person is in place. As a result, most children form secure attachments with those working with them. Staff greet children warmly on their arrival at the nursery and help them to settle in the rooms. The colourful environment is welcoming for children and resources engage children in their play. Most children are very relaxed when they arrive and parents are not rushed to leave their children, as they are welcome to engage in activities, such as blowing bubbles and water play. Routines are flexible and arrangements are made for parent and/or carers to stay for longer periods of time if their children are finding it difficult to settle. Therefore, children feel secure and their self-confidence and self-esteem are promoted well within the setting.

The transition from home to the nursery is managed competently. Staff have discussions with parents about how they can meet their children's needs and parents complete an All about me sheet. Discussions at the beginning and end of each session help to keep parents and staff informed of anything that may be affecting children's well-being. Staff prepare children for their move to school through the learning activities and the promotion of independence skills. This means that children grow confident in their abilities to take responsibilities for their personal care and develop appropriate levels of self-esteem. Throughout their time at the setting, children grow confident as they gain skills across all areas of learning. For instance, children benefit from having a free flow system where they are able to choose between indoor and outdoor play. This contributes to their well-being, sense of belonging and freedom within the setting. Staff learn to recognise specific words to support children who have English as an additional language. However, there are few opportunities for children to hear their native language within the setting, in order to foster their well-being, and sense of identity and belonging.

Staff promote children's behaviour appropriately. They encourage children to take turns when using resources, and model being kind and polite to one another. As a result, this promotes positive relationships so children understand boundaries, know what is expected of them and develop good social skills. Children enjoy healthy snacks as a part of healthy eating. For example, when children have pineapple for snack, they talk about the texture of the skin, the taste and colour. This develops children's understanding of healthy eating and also supports their language skills because they are widening their vocabulary.

Children benefit from free flow outdoor play. This allows children to have a sense of freedom and develop their independence, as they make decisions about where they want to play. Children learn how to keep themselves safe on climbing equipment and learn to negotiate around others in the available space. Children are developing their balance and large muscle skills appropriately on these activities. The welcoming environment and the availability of resources contribute positively to children's well-being. This means children are happy in their environment. Children have regular visits to the reception class, in order to gain an understanding of what is expected when they start at school. This ensures children are emotionally prepared for the next stage in their learning. Staff exchange information with childminders and a local nursery when care is shared between providers. This ensures there is continuity of care and children's learning and development is appropriately supported.

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

The leadership and management team ensure staff are effectively deployed to supervise and support children during activities. Staff work on a high staff-to-child ratio, therefore, supporting children's safety. The management team have a sufficient awareness of Early Years Foundation Stage requirements and a range of relevant records are kept in order to promote a smooth running of the setting. The management team ensure staff discuss safeguarding issues at team meetings, to keep them informed about good practice. This

includes the use of mobile telephones and cameras in the setting. The management team and staff have a sound understanding of their responsibilities to protect children. All staff, including the designated person for child protection, have received appropriate training for their role to support children, parents and staff. As a result, staff are able to recognise possible abuse and/or neglect. Suitable recruitment, vetting and induction procedures are in place. Staff are appropriately qualified and relevant clearances are undertaken to ensure staff are suitable to work with children. Volunteers are well supported through the use of a mentor, which helps to support children's safety.

The management team have a suitable understanding of learning and development requirements. They regularly review the assessment of children's progress, to support their individual learning and development. Management use audits to ensure the environment is stimulating and promotes the seven areas of learning. Team meetings provide opportunities for staff to contribute ideas to the running of the nursery and to receive in-house training on a variety of subjects that help to enhance practice. Management implement systems for monitoring staff practice. For example, staff benefit from one-to-one supervision, and carry out peer observations, which helps to identify strengths and weaknesses in practice. However, monitoring is not always focused specifically on the quality of teaching. Therefore, weaknesses in practice are not always swiftly identified in order to develop consistent and effective targets for improvement.

Managers aspire to improve and self-evaluation provides an overview of the setting's strengths and weakness. Reasonable progress has been made since the last inspection, particularly in providing a number rich environment. Children benefit from seeing number's around the room and staff clearly use these effectively to teach children numeracy skills. This has a positive impact on children's progress, as they are demonstrating skills in counting, recognising numbers and matching numeral to quantity. The staff work in partnership with external agencies and other providers. Parents express their views of the nursery by completing annual questionnaires, which are all positive. Parents express how well they are supported in the setting through sound key-person systems, flexible routines and in children's next steps for learning. This means there is a suitable degree of consistency and support for children's learning and welfare needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	218284
Local authority	Staffordshire
Inspection number	854490
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	41
Name of provider	Winshill Pre-School Committee
Date of previous inspection	26/11/2008
Telephone number	07799 304704

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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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Piccadilly Gate
Store St
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