

Winsham Pre-School

Winsham Primary School, Church Street, Winsham, Chard, Somerset, TA20 4HU

Inspection date	06/11/2014
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	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

- Staff use consistent behaviour management strategies so that children develop a good awareness of their expectations.
- Staff know how to plan for children's development as soon as they start at the pre-school because of strong partnerships with parents and other early years settings.
- Staff organise the available space well to enable children to make independent choices and initiate their learning.
- Staff have strong links with the school, which promotes children's emotional well-being effectively and enables a smooth move between settings.

It is not yet outstanding because

- Staff sometimes miss opportunities for older children to develop their early writing skills, to promote their literacy development further.

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 observed activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the preschool's self-evaluation and parents' verbal feedback on the day of the inspection.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Winsham Pre school is run by a parents' committee. It opened at the current premises in 2006. The pre-school is situated within the grounds of Winsham School in the village of Winsham on the Somerset/Dorset borders. The pre-school is based in the Jubilee room, with its own enclosed outdoor area. Children also have use of the school playground, field and associated facilities. There is disability access to the pre-school building and into the school. The setting is registered on the Early Years Register. There are currently 17 children on roll aged from two to five years. The pre-school opens daily during school term times. Sessions are from 9 am to 12 noon. The pre-school also offers care facilities for children to eat their packed lunch up to 1 pm at agreed times throughout the year. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities. There are three members of staff. Of these, two of the staff including the manager hold an early years qualification at level 3 and one member of staff holds a qualification at level 2.

What the setting needs to do to improve further

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

- make full use of all opportunities as they arise in activities and play to support older children in writing.

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 to plan an educational programme that covers all areas of learning. They seek accurate information from parents on their child's current development and interests when children first start at the pre-school. Staff use this very effectively with their own observations to plan to promote children's learning further. They keep good records of their observations of children's activities and ensure they plan challenging, exciting activities to support every child's learning needs. Parents comment on receiving extensive information which enables them to be fully involved in their children's learning and support development at home. In addition, children have good opportunities to contribute their ideas, which staff include in the weekly planning. This motivates children to learn and, as a result, they make good progress in their learning and development.

Staff pose problems for children and encourage them to think of how they previously solved a problem, promoting their critical thinking well. For example, children recall needing larger bricks at the bottom of their construction because the smaller ones made it

wobble. Consequently, when staff ask older children where they should sit to make the rocker balance they move to the opposite ends. This also promotes children's ability to recall previous learning. Staff join in with children's games, making learning fun so they all want to take part. For example, all children played 'What's The Time Mr Wolf?' counting the number of steps they take, listening to instructions and running with coordination and control. Children learn through their play, exploring the environment and developing their ideas. For example, children used marker pens to draw a spider on the whiteboard. Overall, staff provide good interaction such as asking children how many legs their spider has.

Children learn from each other. For example, more able children show others how to operate a computer programme. Children explore torches finding out some wind up and others have batteries to work. They initiate their own learning, such as using a camera and remote controlled cars. Staff encourage them to explain what the buttons are for, promoting children's understanding of technology further. Staff make good use of daily routines to support children's independence and extend their learning. For example, they count how many children are present and get the corresponding number of cups for snack. Staff ask children about the sounds the letters make in their names before writing them. However, they do not use all opportunities as they arise for older children to have a go at writing their own name, for example, on their work.

Children make good progress in the prime areas of learning, which ensures they have the key skills for their next stage of learning and school. Staff engage children in conversations to extend their language and communication skills. Children became animated, for example, when talking about seeing fireworks. They talk about the colours, use words to describe the noises and some recall seeing the moon, noticing how big and round it is. Staff extend children's learning by telling them it is a full moon. Staff ensure that all children have a chance to contribute. This helps children learn that they need to take turns in conversations. Children enjoy stories, making their own suggestions and asking questions. They are active learners taking part in a wide range of activities to practise new skills through first hand experiences.

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

The effective key person system ensures that children settle quickly at the pre-school and become confident in the environment. Parents comment positively on how much their children benefit from having a special person who knows them well. Staff support children well in encouraging good relationships and positive social interactions. They use puppets and pictures for children to understand their emotions. Staff remind children of the golden rules and are consistent in their management of behaviour. For example, they remind children to use their looking eyes and listening ears before starting a group activity. They use good procedures to encourage children to manage their own behaviour. As a result, children suggested getting a sand timer to share resources, for example. Staff give children responsibilities and age appropriate tasks. This promotes their personal, social and emotional development as well as their physical skills. Staff have strong links with the school and during the summer term they share activities so that older children are eager

to go to school. This promotes children's emotional well-being really well.

Children are able to make independent choices from the wide range of resources. Staff store most of them in labelled containers at low-level. Staff deployment is difficult when only two are present. However, staff deploy themselves as best they can so that children are able to use resources indoors and outdoors throughout the session. This promotes children's different learning needs well. The premises are organised to enable children to gain independence and confidence in their self-care needs. For example, children self-registered on arrival, placed their pictures in plastic pockets to take home and hung their coat on a peg.

All staff have safeguarding training, so that they have a good understanding of how to safeguard children, including the appropriate procedures to follow should they consider a child be at risk. They keep their paediatric first aid certificates up to date and have a good supply of equipment. This enables them to protect children's health. Staff provide good support for children to understand about a safe and healthy lifestyle. Children used safety knives under the supervision of staff to cut their fruit, for example. Children knew to use the knives carefully and to be careful of their fingers. They help to prepare healthy snacks, using knives to butter their crackers and spontaneously wash their hands first. Staff plan activities to extend children's awareness of healthy practices, such as care of their teeth and sun protection. Children spontaneously go inside to get waterproof clothing when it starts to rain. This enables them to continue their learning outdoors, while protecting their health and well-being.

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

The management team has a good understanding of how to meet all the requirements of the Early Years Foundation Stage. They have a new entry system, which enhances security. Parents have to buzz for entrance and staff can see them on a video link. Staff carry out good risk assessments and use equipment effectively to keep children safe, while promoting independence. For example, staff placed a door jammer on the top of the main door. This enabled children to use the outdoors without the risk of trapping their fingers. The manager has good systems to monitor children's overall development, including the progress check for two-year-old children. This ensures staff seek relevant support as soon as possible to narrow any gaps in children's development.

The management and staff have a strong drive to ensure continuous improvements. They regularly seek parents' verbal and written feedback, using a questionnaire for more formal responses. As a result, they have redesigned the outdoor area and have plans for children to grow and cook produce. Staff have identified that they can deploy themselves more effectively when they have three staff working and the committee are now looking into implementing this. The committee monitor the quality of the manager's practice and she carries out regular supervision with staff. From this they identify personal development that will have the greatest impact on outcomes for children. For example, all staff have attended behaviour management training to recognise and support different behaviour.

This was raised as a recommendation at their last inspection.

Staff have good partnerships with parents. They provide well-documented information for parents, including regular newsletters and a daily blackboard for parents to know about the activities children take part in. Staff have open afternoons and parents' evenings to demonstrate how children learn and to gain further information on the children's development. Parents take their children's development records home to share with their family and include their contributions. Parents comment positively on how staff support children with special educational needs and/or disabilities. They appreciate the rapid intervention staff seek from outside agencies in order to support their children as early as possible. Parents comment on how much they appreciate the partnerships between the pre-school and other early years provision children attend. They work together to provide a consistent approach to children's care and development. They regularly share good information to promote children's learning and ensure they have good outcomes.

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	EY331760
Local authority	Somerset
Inspection number	828180
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	14
Number of children on roll	17
Name of provider	Winsham Pre-School Committee
Date of previous inspection	10/02/2009
Telephone number	01460 30377

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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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M1 2WD

T: 0300 123 4234
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