

Wincheap Pre-School

Wincheap Foundation Primary School, Hollowmede, CANTERBURY, Kent, CT1 3SD



Inspection date	20 January 2015
Previous inspection date	6 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are independent learners and show high levels of confidence.
- Staff are skilled at picking up on children's likes, enabling play to flow and extending learning at things of interest.
- Key persons work closely with parents and carers to manage behaviour, developing strategies that support children to make progress in their social skills.
- Management lead by example, sharing ideas for good practice. They demonstrate a good understanding of the requirements of the Early Years Foundation Stage. This fully supports children's well-being and learning.
- The pre-school offers a very friendly and welcoming environment, enabling children to feel secure.

It is not yet outstanding because:

- Children do not always show pride in the environment, for example, they drop toys on the floor when they have finished.
- The arrangement of children's tables indoors hinders children's movement, leading to occasional conflict as children try to squeeze past others.

What the setting needs to do to improve further

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

- help all children to develop pride in the pre-school environment
- think about the arrangement of the indoor play area to enable children to move around with ease.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the manager, staff, parents and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and plans for improvement.

Inspector
Karen Scott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff ensure a good balance of adult-led and child initiated play. Children benefit from positive input from staff who are skilled at extending on their learning and development. Staff pick up on children's interests quickly and help them to learn at favourite activities. For example, children are very excited when it starts to snow and adults become enthusiastic with them, helping to get coats on quickly and play outside. Once there, a wealth of learning takes place as staff give children time and space to explore and investigate, whilst asking questions that further build on their interest and all round development. Children are making very good progress due to key persons knowing individual needs very well and planning accordingly. They are very well prepared for school as their personal, social and emotional development is given great emphasis. Staff work very closely with the school and parents to ensure that children are prepared, settle well and are learning continuously.

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

Children have strong relationships with their key person. This results in them being extremely confident learners who are self-motivated. However, children do not always demonstrate a strong sense of pride in their pre-school environment. For example, they drop toys when they have finished playing with them rather than putting them away. Children make choices about playing in or outdoors and are learning the importance of fresh air and exercise to a healthy lifestyle. Children feel able to express how they are feeling, knowing that they will receive support and compassion from caring and calm staff. They enjoy playing in the garden, manoeuvring carefully around others. However, the arrangement of the tables indoors does not fully enable children to freely move past each other and occasionally causes minor conflicts.

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

Staff have experience and a good understanding of their role in safeguarding children. The pre-school is highly evaluative and keen to continuously improve outcomes for children and their families. They value the views and opinions of parents and carers, acting on any suggestions for improvement. Overall, parents and carers are extremely happy with their choice of childcare and the strong and supportive relationships they and their child have with the key person. Partnerships with other early years professionals are strong, ensuring that children receive the individual support that they require and their families too. Improvement plans have a positive effect on outcomes for children. Staff supervision is highly effective in developing practice. There is a high ratio of qualified staff and a continual programme for training in support of staff's professional development. This fully supports the needs of the children and improves the outcomes for their learning.

Setting details

Unique reference number	EY392216
Local authority	Kent
Inspection number	830407
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	46
Name of provider	City View Pre School and Nurseries Ltd
Date of previous inspection	6 October 2009
Telephone number	01227 471233

Wincheap Pre-School re-registered in 2009. It operates from two rooms in the grounds of Wincheap Primary School in Canterbury, Kent. There are effective partnerships with the foundation stage teacher in the primary school and the Children's Centre, which benefit the pre-school children. All children have access to a secure outdoor play area. The pre-school is accessible to people with disabilities. The pre-school is open each weekday from 8.45am to 2.45pm, term-time only, closing at 12.20pm on Thursdays. There are seven members of staff, six of whom hold appropriate early years qualifications. The manager holds Early Years Professional Status. The setting receives funding for the provision of free early education for children aged three and four-years.

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