

# Wingfield Pre-School

Wingfield Young People's Centre, Wingfield Road, Rotherham, South Yorkshire, S61 4AU



|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 8 July 2015  |
| Previous inspection date | 3 March 2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Safeguarding is given high priority. The manager ensures all staff and committee members are vetted and safe to work with children. Robust procedures ensure that the environment is safe and secure at all times.
- Parents speak very highly of the pre-school's approach and the staff's commitment. Information about children's progress is regularly shared to support children's learning both at home and in the setting.
- Children's emotional well-being is promoted very well. This is because staff are nurturing and caring. They have developed strong bonds with children, which gives children confidence and high levels of self-esteem.
- The manager and staff demonstrate a strong commitment to continually improving outcomes for children. They use self-evaluation effectively to identify and develop areas for further improvement.
- There is a strong focus on developing children's skills in the prime areas of learning. This means that children have secure foundations that prepare them for future learning. Staff regularly monitor children's progress and quickly close any emerging gaps.

### It is not yet outstanding because:

- Children are not always fully supported to use and develop their imagination, in order to fully promote rich and imaginative play.
- Staff do not always organise the outdoor resources effectively to enable children to fully enjoy their time in this environment.

## What the setting needs to do to improve further

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

- provide further opportunities for children to develop their imaginative play so that they are able to fully develop their ongoing interests
- improve the organisation of outdoor play sessions in order for children to make the most of, and enjoy, their time outside.

### Inspection activities

- The inspector observed a range of activities in the main room and in the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's observation and assessment records, held discussions with the manager and staff and sampled policies and procedures.
- The inspector checked evidence of staff suitability, training certificates and the setting's self-evaluation documents.

### Inspector

Catherine Mather

## Inspection findings

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

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They know children very well. Staff gather information about children's capabilities when they start and use this information to provide appropriate and challenging activities. The quality of teaching is good. This is because staff are well qualified and know how children learn. Consequently, all children, including those with special educational needs and/or disabilities, make good progress and are well prepared for school. Staff know children's interests and set up activities to ignite their curiosity. For example, children have tremendous fun bashing large lumps of ice with hammers. They discover sea creatures and objects buried inside. Most staff interact well with children during their play and skilfully develop their interests. For example, as children play with sand, they ask for buckets to add water to the sand. However, on occasion, children's ideas are not built on because not all staff are skilled at extending their imaginative play.

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

Staff greet children and parents as they arrive, ensuring they feel welcome. Children are well cared for and benefit from good procedures which help them to settle quickly. They successfully build social relationships with others. Children behave well because staff encourage good manners and provide them with appropriate boundaries to help them understand behaviour expectations. Children enjoy daily outdoor play and are familiar with the routine before going outside. However, when children go outside, some of the more popular toys and resources remain in the shed and children become frustrated as they wait. Good hygiene routines, such as hand washing, are promoted. Children help themselves to snacks and pour their own drinks. As a result, they develop their independence and learn to make choices. Children enjoy tending to the strawberries and onions. They harvest these and enjoy preparing them to eat during food tasting sessions. This contributes to their understanding of a healthy diet.

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

Children are safeguarded because the manager and her staff team are clear about the signs of abuse and neglect. They are fully aware of the reporting procedures in the event of a child protection concern. The pre-school has effective partnerships with other settings and outside agencies. Accurate self-evaluation identifies how the pre-school can improve further. Effective planning and assessment systems result in children benefiting from good quality care and learning experiences. Regular staff supervisions are used to discuss children's progress. Furthermore, training courses are sought to support all staff to further develop their childcare knowledge. The staff team work well together and share their knowledge and ideas with each other. As a result, the pre-school continues to raise standards and improve outcomes for children.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | 303293                         |
| <b>Local authority</b>             | Rotherham                      |
| <b>Inspection number</b>           | 864768                         |
| <b>Type of provision</b>           | Sessional provision            |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 5                          |
| <b>Total number of places</b>      | 16                             |
| <b>Number of children on roll</b>  | 20                             |
| <b>Name of provider</b>            | Wingfield Pre-School Committee |
| <b>Date of previous inspection</b> | 3 March 2011                   |
| <b>Telephone number</b>            | 01709 556463                   |

The pre-school was registered in 1997. It is managed by a committee and employs six members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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