

Winshill Pre-School

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



Inspection date

Previous inspection date

15 October 2015

9 September 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Managers do not ensure that children are adequately supervised at all times. Poor supervision means that opportunities exist for children to leave the premises alone and unsupervised.
- Risk assessments are ineffective. Not all aspects of the environment are made safe for children.
- The temperature in the Mini Movers room is too cold.
- Staff do not provide enough support to help parents to continue their children's learning at home.
- Staff do not have a clear understanding of their role and responsibilities with regard to keeping children safe.

It has the following strengths

- The quality of teaching is good. Management and staff continue to attend training to keep their knowledge up to date and to refresh their skills. Well-qualified staff know how children learn and develop. This has a positive impact on the progress children make. All children, regardless of their age or capabilities, make good progress in their learning and development.
- Toys and resources are varied and suit the needs of children well.
- Staff provide appropriate praise and encouragement, so children feel good about themselves. Children explore their environment freely and demonstrate good levels of confidence.

What the setting needs to do to improve further

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

	Due Date
■ ensure that children are adequately supervised at all times and always within sight or hearing	16/10/2015
■ ensure that risk assessments are regularly and thoroughly conducted, taking all necessary measures to minimise or remove any potential hazards to children in the setting	30/10/2015
■ ensure all staff have a clear understanding of their roles and responsibilities with regard to keeping children safe	30/10/2015
■ ensure that children cannot leave the premises unnoticed or unsupervised	15/10/2015
■ ensure that temperatures are monitored and maintained to a level that meets the needs of children.	16/10/2015

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

- provide support to help parents to continue their children's learning at home.

Inspection activities

- The inspector observed activities and reviewed the quality of teaching.
- The inspector viewed all areas of the premises used by the pre-school and the toys and resources available.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including policies and procedures, and also discussed the pre-school's self-evaluation document.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of adults working with children.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider does not fully understand their responsibility to make sure that children's health and safety are protected. Supervision of staff is inadequate. Staff are not clear about their roles and responsibilities to ensure children are kept safe. The provider does not ensure that risks are thoroughly assessed and potential hazards are minimised or removed. However, managers and staff know the signs of abuse and how and where to report any concerns about a child in their care to the appropriate agencies. Managers include the views of parents and children in their self-evaluation process and welcome their ideas and suggestions. The manager monitors children's development to enable her to identify any gaps in children's learning and to seek early intervention if needed. Staff are supported to attend a variety of training courses. They are encouraged to use the skills gained to improve the learning outcomes for children.

Quality of teaching, learning and assessment is good

Staff carry out regular observations to assess children's abilities and check their progress. This information is used to plan for each child's needs. Staff provide regular feedback to parents about the progress their children have made in the pre-school. However, parents are not fully supported to continue their child's learning at home. Staff promote children's communication skills especially well as they encourage many valuable conversations during play. Staff provide many opportunities for children to practise counting, such as when they count how many children are present. Staff know what each child's next stage in learning is and skilfully weave this into their play. Overall, children develop the skills they need for future learning, including their move on to school.

Personal development, behaviour and welfare are inadequate

Staff are not vigilant enough to ensure that children are kept safe. For example, children are not always within sight or hearing of a member of staff when they visit the toilet independently. On the day of the inspection, there was easy access from the toilet area to the outdoors and through an open gate to the main road. This means children can leave the premises alone and unsupervised. The provider fails to ensure that the room temperatures are maintained. Consequently, some rooms are too cold which does not promote children's good health or meet their needs. However, children enjoy their time in the pre-school. They enjoy and learn about the benefits of daily exercise and fresh air. Staff model sharing and taking turns well. Children play cooperatively and behave well. Staff encourage children to be respectful of others and recognise their own unique qualities.

Outcomes for children are good

Children of all ages and abilities make good progress because the staff have a good understanding of how they learn through play, interaction and repetition. They are enthusiastic and motivated learners keen to engage in activities and confident to initiate their own play. Children learn the key skills needed to prepare them for the next stage of their learning and the eventual move on to school.

Setting details

Unique reference number	218284
Local authority	Staffordshire
Inspection number	1029639
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	48
Number of children on roll	51
Name of provider	Winshill Pre-School Committee
Date of previous inspection	9 September 2014
Telephone number	07799 304704

Winshill Pre-School was registered in 1992. The pre-school employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 to level 6. It opens from Monday to Friday during term time only. Sessions are from 8.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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