

# Covingham Roundabout Pre School

Covingham Primary School, Martinfield, Swindon, Wiltshire, SN3 5BA



<b>Inspection date</b>	15 January 2016
Previous inspection date	22 April 2010

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Management and staff work very well to support children and their families. They work in effective partnerships with other agencies to support children's specialist care and learning needs.
- Partnerships with parents are strong. Parents meet regularly with their child's key person to share information on their achievements. Staff support them with ideas for continuing learning at home to help children reinforce and extend their knowledge.
- Staff are skilful educators, who have a good understanding of how children learn and their role in supporting them. Children are keen and enthusiastic learners, and make good progress.
- Staff are sensitive and help children settle well. For example, children quickly form strong relationships with their key person to help them feel safe and secure in the setting.

### It is not yet outstanding because:

- Management does not monitor planning thoroughly to check that all staff clearly identify precise next steps for children's learning and consider their current interests.
- Staff miss opportunities to extend children's learning during daily routines.

## What the setting needs to do to improve further

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

- improve monitoring to sharpen the focus of planning to ensure that all staff use precise assessments of children's next steps in learning together with children's current interests to plan challenging activities
- make the most of everyday routines to extend and promote children's learning further.

### Inspection activities

- The inspector observed staff and their interactions with children during play and learning activities, and viewed the play areas and resources.
- The inspector held discussions with the manager, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the deputy manager.
- The inspector took into account the views of parents and carers spoken to on the day.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff are suitable to work with children. Staff have training to develop their awareness and confidence in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. Recruitment procedures are robust, with effective induction processes to help staff to become familiar with their roles and understand their responsibilities. The manager supports staff through regular training and meetings to update their professional knowledge. This has a positive impact on children's learning outcomes. For example, staff have improved their understanding of promoting children's independence. The manager and her team reflect well on the quality of the provision. They have a clear vision about the areas for further improvement. For example, they have made positive changes to involving parents in their children's learning from the outset.

### Quality of teaching, learning and assessment is good

Staff provide a stimulating environment where children are able to choose resources independently. Staff are enthusiastic and join in with children's play to promote learning opportunities. For example, children were engrossed as they explored the changes that happened when they mixed flour, water, food colouring and essences. Staff supported them to talk about the changes they saw as they gradually added more ingredients. Staff provide good opportunities for children to practise counting. Staff skilfully follow children's play and extend their learning. For example, children used a variety of skills to design and make their own flags to decorate the sandcastles they had made.

### Personal development, behaviour and welfare are good

Staff support children well to become independent. For example, children confidently dress themselves for outdoor play and are self-assured to ask for help when they need it. Children display immense pride in having responsibilities, such as being a special helper. Children behave well and understand the high expectations that staff have of their behaviour. Staff promote the rules consistently so children begin to understand the importance of respecting others, sharing and taking turns. Children have regular opportunities to be physically active in the well-resourced outdoor play area.

### Outcomes for children are good

All children, including those who are learning English as an additional language, make good progress. Children develop independence, make decisions in their play and remain engaged for good periods of time. They are well prepared for future learning and moving on to school.

## Setting details

<b>Unique reference number</b>	EY398647
<b>Local authority</b>	Swindon
<b>Inspection number</b>	830908
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Covingham Roundabout Pre-School Ltd
<b>Date of previous inspection</b>	22 April 2010
<b>Telephone number</b>	01793 529952

Covingham Roundabout Pre-School registered in 2010. It operates from a building in the grounds of Covingham Primary School, in Swindon, Wiltshire. It opens from 8am to 3pm on Monday to Thursday and on Friday from 8am to 12 noon, term time only. The pre-school receives funding for free early years education for children aged two, three and four years. There are nine members of staff working regularly with the children; of these, five hold early years qualifications at level 3 and three hold qualifications at level 2.

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