

Winshill Pre-School

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



Inspection date	12 February 2016
Previous inspection date	15 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff are well qualified and highly motivated to improve outcomes for children. Children make at least good progress in their development. Disabled children and those with special educational needs and those who are learning to speak English as an additional language receive excellent levels of support.
- Staff focus very strongly on parent partnerships. They find highly effective ways to help parents become fully involved in their children's learning. Parents state staff are helping them to make learning at home fun.
- Staff working with older pre-school children have very high expectations of what children can achieve. They provide plenty of challenge to help children reach their full potential.
- Children's well-being is effectively promoted. Staff take all necessary steps to make sure children are kept safe and secure. Children enjoy the praise and encouragement they receive for their contributions and achievements. They develop good levels of confidence and independence.
- Managers and staff continually undertake training and research to develop their understanding of current best practice guidance. Staff reflect on their practice and seek and respond to the views of children, parents and other professionals.

It is not yet outstanding because:

- Staff working with younger pre-school children, and those aged between two and three years, do not have the highest expectations of what children can achieve.

What the setting needs to do to improve further

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

- make sure all children are supported and challenged to achieve at the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector interacted and spoke to children and a small selection of parents during the inspection and took account of their views.
- The inspector held meetings with the two managers. She looked at relevant documentation, such as evidence of the suitability of staff and records of children's progress. She completed a tour of the premises and discussed and observed the steps staff take to identify and minimise hazards to children.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Since the last inspection staff have developed a clear understanding of their roles and responsibilities with regard to keeping children safe. Risk assessments are regularly and thoroughly conducted. All necessary measures are taken to minimise or remove any potential hazards to children. Staff are vigilant in following procedures to ensure children cannot leave the premises unnoticed. They provide a high level of supervision at all times and children are always within their sight. All staff undertake child protection training. They have a secure understanding of the action they must take if they are concerned about a child's welfare. Robust recruitment procedures and ongoing checks help to make sure all adults are suitable to work with children. Managers monitor and accurately evaluate the quality of staff's teaching and children's learning. Partnership working with other professionals is very successful.

Quality of teaching, learning and assessment is good

The quality of teaching is at least good. Some staff are highly qualified and have a deeper knowledge of how children learn. Staff who work with older pre-school children provide excellent levels of support and challenge so that children continually extend their skills and knowledge. Children develop very high levels of attention and have periods of deep thinking before answering complex questions. They work well together in small and large groups to achieve their goals. They are very competent in solving simple number problems. They show very high levels of interest and understanding in letter sounds and rhyming words. Younger pre-school children and children aged between two and three years take part in a wide variety of stimulating activities. They are supported to expand their communication skills and build their vocabulary play. Their interest and understanding of number, shape and measure is increasing.

Personal development, behaviour and welfare are good

All children are happy and settled. Older pre-school children need very few reminders to follow the staff's behaviour expectations. They line up to go outdoors and put their hands up and wait for their turn to answer questions on the mat. They develop a very good understanding of the signs of potential danger in the setting, the local environment and at home. Younger children develop very good physical skills. They use one-handed tools with increasing control. They can draw lines and circles using chalk. They negotiate space successfully when they ride wheeled toys. They become proficient in using resources that require good balance and coordination. All children learn to recognise, value and respect similarities and differences in themselves and others.

Outcomes for children are good

Older pre-school children are highly prepared for school and independent learning. They show a real thirst to learn and to achieve their very best. Disabled children and those with special educational needs make substantial progress from their starting points. Children with English as an additional language speak a good standard of English. Younger children are well prepared for their next steps in learning. They listen and follow instructions well. They enjoy new experiences and find out about features of the natural world.

Setting details

Unique reference number	218284
Local authority	Staffordshire
Inspection number	1031127
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
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	15 October 2015
Telephone number	07799 304704

Winshill Pre-School opened in 1967. The pre-school employs 13 members of childcare staff. All hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. They support disabled children and those with special educational needs and children with English as an additional language.

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