

Winton Pre-School

Vigo Juniors School, Vigo Road, Andover, Hampshire, SP10 1JZ



Inspection date	8 September 2016
Previous inspection date	5 March 2014

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not complete the required progress check for children between the ages of two and three years or give parents a summary of how well their child is doing.
- Staff do not make good use of information about children's development to plan activities which fully support what they need to learn next. The variable quality of teaching prevents children, including those who have special educational needs, from making consistently good progress.
- The manager does not make good use of information from supervision and monitoring of staff performance to improve the quality of teaching and outcomes for children.
- Staff do not work widely with schools to develop greater continuity for children's learning. Partnerships with parents are not sufficiently focused on supporting some aspects of children's personal and social skills, to help them be fully ready for school.
- A recent review of provision has led to some positive changes, such as how the indoor and outdoor spaces and resources are used to help children learn. However, self-evaluation is not used fully effectively by the manager and staff to identify other weaknesses in provision and target actions to bring about improvement.

It has the following strengths

- Staff know the children well and develop warm relationships with them, which supports children's emotional needs well, overall.
- Children enjoy playing outdoors and develop their physical skills well. For example, they water the plants, make marks on the ground with chalk and ride bicycles on a track.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that the written progress check for children between the ages of two and three years is completed and shared with parents, and that assessments of children's progress are used to plan and provide challenging experiences for their individual next steps in learning 	19/10/2016
<ul style="list-style-type: none"> ■ develop effective systems for staff supervision, performance management and professional development to improve the quality of teaching and ensure children make consistently good progress 	19/10/2016
<ul style="list-style-type: none"> ■ develop wider partnership working with the schools that children attend, and with parents, to provide a consistent approach to learning, in particular sharing information that supports children's personal and social development in readiness for school. 	31/10/2016

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

- build on the good start made with self-evaluation to further identify and tackle weaknesses in the provision to improve outcomes for children further.

Inspection activities

- The inspector observed the children's learning, inside and outside.
- The inspector looked at samples of children's assessment records, and a range of other documentation including the procedures for checking the suitability of the staff and committee members.
- The inspector spoke with the staff, children and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the chairperson, manager and deputy.
- The inspector conducted a joint observation with the manager.

Inspector
Melissa Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager uses a new assessment system to adequately monitor children's progress, but she does not have fully effective procedures to monitor the quality of teaching and manage the staff performance. Targets for individual staff are not sufficiently precise to address variations in the quality of teaching. Staff implement some new ideas from training. For example, speech and language training has led to the introduction of good quality group work to support children who have language delay. Safeguarding is effective. Staff supervise children well and understand what to do in the event of a concern about a child. The manager is now the nominated individual and fully understands her responsibility to notify Ofsted of the committee membership. She has initiated checks for those joining the committee at the end of September 2016. Lapses in this procedure from March 2016 had no significant impact on children as committee members did not work on the premises. Partnerships with local schools are not well developed to provide consistency in learning or support for children's personal and social skills in readiness for starting school.

Quality of teaching, learning and assessment requires improvement

Staff provide purposeful and well-targeted support for individual children in small focus groups; for example, number rhymes and games develop children's listening skills. Staff have recently improved the environment so children can choose what to play with. However, staff do not use information from assessments sufficiently to build on children's interests and extend their learning. Staff share some information with parents about children's learning. However, they fail to provide parents with a written summary of the progress check when their child is between the age of two and three years. This limits parents' knowledge of how well their child is doing and how they can support learning at home.

Personal development, behaviour and welfare require improvement

Children enjoy the company of staff, and are happy and emotionally secure. Staff implement consistent routines which help children feel safe. They help children to express their feelings and to follow the setting's rules. Children develop some social skills and slowly start to build friendships with others. However, not all children are helped to develop independent care skills, such as toileting, in readiness for starting school.

Outcomes for children require improvement

Children, including those who have special educational needs, make typical progress from their starting points but the inconsistent quality of teaching prevents them from making good progress. Children enjoy songs and stories which help their developing language and communication. Children's concentration skills are limited and they move frequently from one activity to another if staff do not interact effectively with them. Children do not have all the independent skills they need for their next stage of learning.

Setting details

Unique reference number	EY313933
Local authority	Hampshire
Inspection number	1056551
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	33
Name of registered person	Winton Pre School Committee
Registered person unique reference number	RP519575
Date of previous inspection	5 March 2014
Telephone number	01264 337153

Winton Pre-School registered in 2005. It operates from a room in Vigo Primary School, Andover in Hampshire. The pre-school is open five days a week, term time only. Sessions are from 8.30am to 11.30am and 12.10pm to 3.10pm, with an optional lunch club. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff, who are all qualified to level 2 or above. The pre-school supports an apprentice.

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