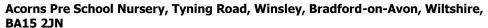
Winsley Acorns Preschool





| Inspection date | 6 October 2016 |
|--------------------------|-------------------|
| Previous inspection date | 30 September 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and asse | ssment | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager evaluates the quality of the provision effectively to make improvements that benefit children. For example, the manager and staff introduced a language programme using signs and symbols to better support children's communication skills.
- The quality of teaching is consistently good. Staff plan and provide a good range of activities and experiences that motivate and engage children.
- Overall, staff develop good relationships with the children and their families. Parents are encouraged to participate in the children's learning, for example, through borrowing books to take home and share with their children.
- Staff make good use of the outdoor area to encourage children to play and explore. This particularly benefits those children who prefer to learn outdoors.
- Overall, all children make good progress. They become confident communicators. Staff support children's early literacy skills well, for example, encouraging the children to recognise their names and familiar words. This supports children to be well prepared for school.

It is not yet outstanding because:

- At times, staff do not consistently have the highest expectations of children to inform planning fully, to help children to make the best progress possible.
- Staff do not consistently keep all parents well informed about their children's next steps in learning.

What the setting needs to do to improve further

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

- enhance planning to focus more precisely on supporting children to achieve to an even higher level
- improve ways of sharing information with parents consistently, with particular regard to what children need to learn next, to support continuity between the pre-school and home further.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the preschool.
- The inspector had discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation of staff practice with the manager.
- The inspector spoke to parents and took into account their views.
- The inspector sampled a range of records and documentation, including staff suitability checks, self-evaluation, policies and children's learning records.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedures to follow to keep children safe. The manager supports staff development well, including encouraging them to access training to benefit children's learning. For example, staff use techniques and activities that they learned from training to support children with their language skills. Staff monitor children's learning, individually and in groups, to identify any gaps in development. They target any gaps well to close them rapidly, for example, using special focus groups.

Quality of teaching, learning and assessment is good

Staff carefully consider the children's needs and interests when planning activities to motivate them to join in. For example, children enjoyed picking herbs in the garden, investigating their smells and textures, and making perfumes. Staff adapt activities well to meet children's individual needs. For example, they know that some younger children find it difficult to concentrate during long group times, so they make group sizes smaller and group times shorter. Staff teach the children about the wider world and other cultures, such as through the use of a toddler size doll from Syria. Children are encouraged to find out about where the doll comes from, to consolidate their learning about people who are different from them.

Personal development, behaviour and welfare are good

Staff work effectively with the parents from the start to get to know children's individual needs. The children behave well and have good manners. Staff support children to learn the rules for the pre-school and they encourage positive behaviour consistently, for example, reminding children not to run inside. Children learn about risk and the consequences of their actions. Staff use their good knowledge of the children to respond quickly to their emotions, supporting children's emotional well-being effectively. Children are confident at meeting their own needs. For instance, they put on their wellingtons and coats before going outside, and access the toilets independently. Staff celebrate children's achievements well, sharing them with the other children and parents, such as through the 'wow tree', to raise the children's self-esteem.

Outcomes for children are good

The children make good progress from their starting points. They enjoy being at preschool and seek out their friends on arrival. Children learn how to take turns and to listen to others, for example, during focused session times. Children enjoy outdoor play and learn to be physically active, including, for example, as they mix potions and search for insects.

Setting details

Unique reference number EY403040

Local authority Wiltshire

Inspection number 1062339

Type of provision Sessional provision

Day care typeChildcare - Non-Domestic

Registers Early Years Register, Compulsory Childcare

Register, Voluntary Childcare Register

Age range of children 2 - 4

Total number of places 26

Number of children on roll 37

Name of registered person Winsley Acorns Pre-School

Registered person unique

reference number

RP522378

Date of previous inspection 30 September 2013

Telephone number 01225 865 131

Winsley Acorns Preschool registered in 1993. It operates from a purpose-built unit in the grounds of Winsley Church of England Primary School, Winsley, near Bradford-upon-Avon, Wiltshire. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school is open: Mondays 9am to 3pm; Tuesdays, Wednesday and Thursdays 8.30am until 3pm; and Fridays 9am until 1pm, during term time. The pre-school employs six members of staff, all of whom hold relevant early years qualifications. Two hold early years teacher status, one holds qualified teacher status one holds a relevant qualification at level 6, two hold qualifications at level 3 and one holds a qualification at level 2.

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