

Wingrave Pre School

Wingrave C of E Combined School, Winslow Road, Wingrave, Aylesbury,
Buckinghamshire, HP22 4QG



Inspection date

Previous inspection date

6 February 2017

14 October 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 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 use their ongoing observations of children's play to provide a range of exciting activities that considers children's interests. Children are enthusiastic explorers of the environment. They all make good progress relative to their capabilities.
- Children enjoy, and benefit from, their positive interactions with staff. Adults sit with children during activities and value their ideas as they talk to them about what they are doing. Children become confident talkers and develop a good sense of self-esteem.
- The staff model good practices to help children learn about the benefits of good health for their well-being.
- The manager carries out accurate self-evaluation to develop a targeted action plan that improves outcomes for children. For example, she sought the views of parents and other professionals to help her make improvements, such as increasing support for children's home learning.

It is not yet outstanding because:

- Staff do not focus fully on extending what children already know and can do during some activities. On occasion, they do not provide children with sufficient challenge.
- When children join the setting, staff do not gather very detailed information from parents about their children's abilities, so as to plan precisely for children's individual learning from the earliest opportunity.

What the setting needs to do to improve further

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

- enhance the planning of activities to provide more challenge to extend all children's learning and involvement
- gather more detailed information from parents about children's abilities when they first start to plan precisely for their learning from the outset.

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff have a good knowledge of safeguarding issues and the correct procedures to follow if they have any child protection concerns. The manager uses self-evaluation and monitoring to help ensure good outcomes for children. For example, she has improved opportunities for children to gain better writing skills. The manager has good links with the local reception teacher, which has helped to create a shared approach in preparing children for school. For example, children learn the sounds and shapes of letters in a similar way as they will at school. The manager supports staff effectively to develop skills. For example, they have focused on behaviour management and children's behaviour has improved. Parents receive ongoing information about their children's achievements and support that helps to develop learning at home.

Quality of teaching, learning and assessment is good

The manager regularly checks children's progress and provides support to help children close any gaps in their development. Staff support children's mathematical and literacy skills well. For example, staff teach children the sounds of letters and help older children to read and write their names. Staff employ a variety of teaching methods to support children's interest in activities. For example, they used effective questioning and demonstration as they taught children how to make patterns on peg boards.

Personal development, behaviour and welfare are good

Staff are caring, kind and approachable. For example, children readily cuddle up with staff for reassurance when they need it. Staff supervise children well, model good manners and nurture children's social skills. Children are encouraged to be independent. For example, they choose whether to play inside or outside and put on their own coats and shoes. Staff use care routines as learning opportunities. For example, children learn about which items in their lunch box may go in the recycling bowl. Children enjoy exploring their local communities, such as visits out to the local post office to post cards.

Outcomes for children are good

Children practise many physical skills, for example, in the garden they enjoyed balancing, climbing and digging. They learn about safety and they behave well. Older children make particularly good progress in personal, social and emotional development. They greet their friends, listen and learn to respect each other. Two-year-old children learn a good range of skills for future learning. School-aged children who attend the after school provision have many fun opportunities to practise the skills they have gained in school. All children develop the necessary skills they need to be prepared for school. Children are confident and motivated.

Setting details

Unique reference number	EY422851
Local authority	Buckinghamshire
Inspection number	1062438
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 7
Total number of places	28
Number of children on roll	54
Name of registered person	Wingrave Pre School Committee
Registered person unique reference number	RP530421
Date of previous inspection	14 October 2013
Telephone number	01296 682217

Wingrave Pre School registered in 2011. It operates from premises adjoining Wingrave Church of England Combined School in Aylesbury, Buckinghamshire. It is open from 9am to 3pm on Monday and Friday and runs for extended hours on Tuesday, Wednesday and Thursday from 8am to 6pm. The pre-school employs 11 staff. The manager has a degree and early years professional status. The deputy manager has qualified teacher status and seven staff hold an appropriate qualification in early years.

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